DOCUMENT RESUME

ED 440 172 UD 033 462

AUTHOR Cornell, Dewey G.; Loper, Ann Booker; Atkinson, Anne J.; Sheras, Peter L.

TITLE Youth Violence Prevention in Virginia: A Needs Assessment.

INSTITUTION Virginia Univ., Charlottesville. School of Education.

SPONS AGENCY Virginia State Dept. of Health, Richmond. Center for Injury and Violence Prevention.

PUB DATE 1999-04-00

NOTE 136p.

AVAILABLE FROM Virginia Youth Violence Project, Curry School of Education, 405 Emmet St., Charlottesville, VA 22903-2495 ($10). Tel: 804-924-8929; Web site: http://curry.edschool.virginia.edu/go/youthvio.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS Adolescents; *Community Programs; Delinquency; *Juvenile Justice; *Needs Assessment; *Prevention; *Violence

IDENTIFIERS *Virginia

ABSTRACT

This report provides an overview of youth violence in Virginia and a look at what some communities are doing about it. Although there is no way to measure all acts of youth violence in Virginia, the extent of the problem can be described through juvenile arrest statistics and school discipline reports. In 1997, Virginia law enforcement officials made more than 15,000 arrests of juveniles for serious violent and property offenses, and over 58,000 arrests for all juvenile offenses. The Virginia juvenile arrest rate for violent offenders is, however, well below the rate in most other states. Children from impoverished backgrounds were most likely to be involved in juvenile violence. A needs assessment survey was administered at nine youth gang prevention seminars held across Virginia. Responses of nearly 1,000 seminar participants were considered, along with the results of a study by a task force convened by the Virginia Attorney General to form recommendations to combat youth violence in the state. Findings show an array of strategies, programs, and projects concerned with juvenile delinquency and violence throughout Virginia and an equal complexity of needs. Recommendations for systemic improvements, based on the needs assessment studies, center on coordination and the exchange of information. Five appendixes contain information about funding, initiatives in other states, lists of references and resources, and a discussion of the prevention of gun violence at school. (Contains 18 graphs and 167 references.) (SLD)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 440 172

Youth Violence Prevention in Virginia:
A Needs Assessment

Prepared for

The Center for Injury and Violence Prevention
Virginia Department of Health

by the

Virginia Youth Violence Project
Curry School of Education
University of Virginia

UD033462

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Dewey G. Cornell
Virginia Youth Violence Proj.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

2

Youth Violence Prevention in Virginia:

A Needs Assessment

Dewey G. Cornell, Ph.D.
Ann Booker Loper, Ph.D.
Anne J. Atkinson, Ph.D.
Peter L. Sheras, Ph.D.

Prepared for
The Center for Injury and Violence Prevention
Virginia Department of Health

by the
Virginia Youth Violence Project
Curry School of Education
University of Virginia

Acknowledgements

April, 1999. Project staff contributing to this document were Wanda Bailey, Karen Brockenbrough, Stanley Hannah, Mark Hiatt, Lela McKnight, Tricia Marsh, Daniel Murrie, Jared Von Arx, and Jennifer Whitney. We thank Erima Shields Fobbs of the Center for Injury and Violence Prevention, Virginia Department of Health, for her thoughtful guidance and inspiration. The Virginia Youth Violence Project is an ongoing education, research, and consultation program of the Curry School of Education, University of Virginia.

Contact us at 405 Emmet Street, Charlottesville, Virginia 22903-2495.
Email: youthvio@ virginia.edu Telephone: 804-924-8929
Website http://curry.edschool.virginia.edu/go/youthvio

The design and layout of this publication was created by Judith Ann Sullivan.

▼ Table of Contents

Introduction

Chapter 1: Scope of Youth Violence in Virginia

How Much Youth Violence in Virginia? 7
What Are the Regional Patterns of Youth Violence? 11
Who Is Most At-Risk to Engage in Violent and Aggressive Behavior? 19

Chapter 2: Effective Practices in Youth Violence Prevention

Community-Wide Strategies 30
Family-Focused Strategies 33
School-Based Strategies 36
An Integrative Model 42

Chapter 3: Virginia Youth Violence Prevention Initiatives

Overview of Major Violence Prevention Funding Sources 45
Safe and Drug-Free Schools and Communities Act (SDFSCA) 46
Edward Byrne Memorial Grant Program 52
Title V – Incentive Grants for Local Delinquency Prevention Programs 53
Delinquency Prevention and Youth Development Act 54
Virginia Juvenile Community Crime Control Act 55
Substance Abuse Prevention and Treatment Block Grant 56
Other Grant-Funded Initiatives in Virginia 58
Other Noteworthy Initiatives in Virginia 60
Youth Development Initiatives 64

Chapter 4: Virginia Needs – Two Perspectives

Statewide Needs Assessment Survey 69
Attorney General Task Force 75
Interviews 77

Chapter 5: Recommendations

What Can Be Done About Youth Violence? 81
  Systemic Improvements 82
  Program Needs 86
Is There a Specific Role for Public Health? 91
Conclusion 92

Appendices

Funding Allocations 95
Initiatives in Other States 105
References 109
Resources 121
Prevention of Gun Violence at School 133

Introduction

What is youth Violence? This report will adopt the National Academy of Science definition of violence:

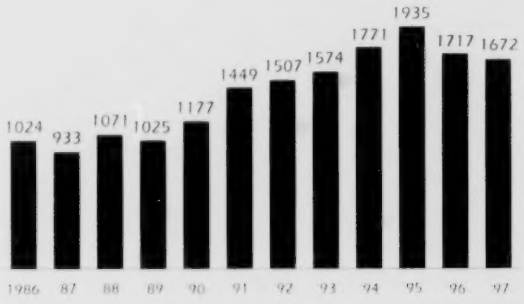
> *Behaviors by individuals that intentionally threaten, attempt, or inflict physical harm on others.* (Reiss & Roth, 1993)

We will include some attention to important problems which are strongly related to youth violence, such as substance abuse, disrespectful or disobedient behavior, school truancy, and property crime. Youth will be defined as individuals under the age of 18. We emphasize that youth violence can take many forms, for example:

- An eight-year-old boy bullies a younger child in the hallway at school, threatening him and shoving him to the ground.
- Two groups of ninth-grade girls exchange insults and threats over a period of weeks, culminating in a fight outside a local mall.
- A 15-year-old boy is arrested for assaulting and sexually molesting a 10-year old girl.
- A 16-year-old boy shoots and kills his abusive stepfather.
- Two young adults give a 17-year-old boy a handgun and persuade him to join them in robbing a convenience store. The boy shoots the store clerk.

These examples illustrate the diversity of behaviors and circumstances which can be classified as youth violence. There were over 15,000 juvenile arrests for violent crimes in Virginia in 1997, a rate of approximately 2.7 arrests for every 100 youths ages 12-17. Far more youths were involved in violent behavior which did not result in an arrest, so the scope and diversity of youth violence is even greater.

Juvenile Arrests for Violent Crimes in Virginia



Source: Crime in Virginia

Violent crime peaked in 1995, but still remains high.

▼ Many Youths Are Victims of Violence.

Youths are victims as well as perpetrators of violence. Youths ages 12 to 17 are three times more likely than adults to be victims of serious violent crimes such as aggravated assault, rape, robbery, and homicide (Sickmund, Snyder, & Poe-Yamagata, 1997).

According to information from the Vir-ginia Department of Health (Slater, 1999), Virginia youth are hospitalized for assaults at the rate of 17.1 per 100,000, with an average cost of $10,400 per hospitalization and totaling more than 3.1 million dollars per year. Over 20% of all Virginia deaths to persons under the age of 20 are homicides, generating a rate of 4.7 deaths per 100,000.

▼ What Is Being Done About Youth Violence in Virginia?

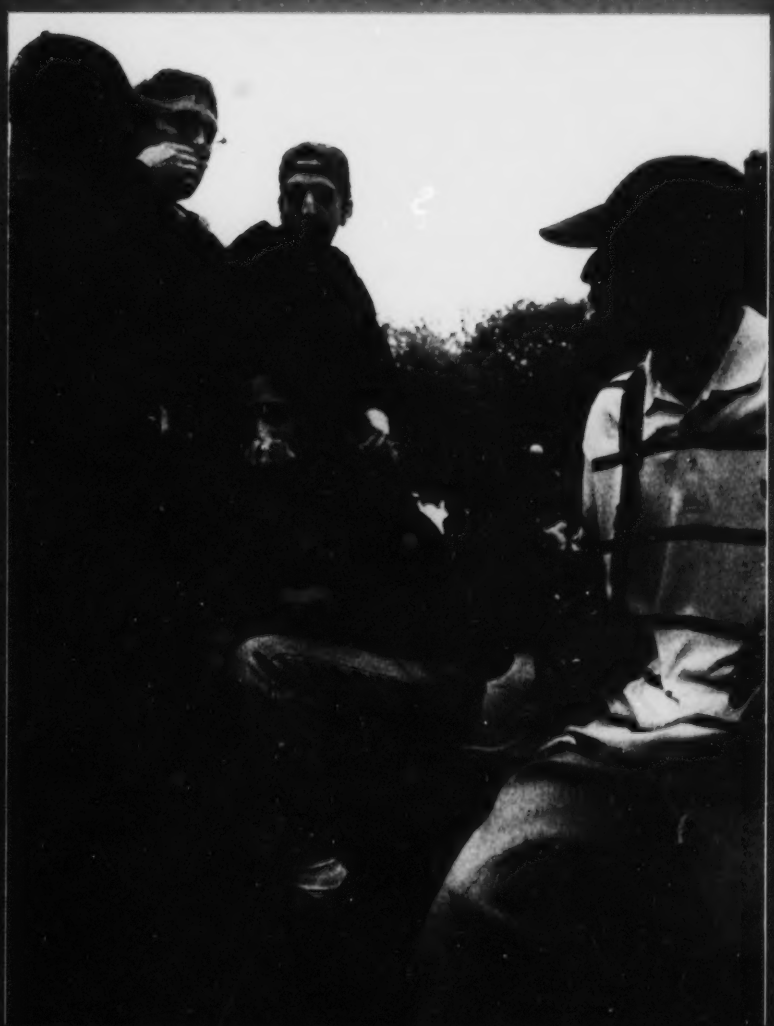
As evident in this report, there is an almost bewildering array of strategies, programs, and projects variously concerned with juvenile delinquency and violence throughout Virginia. There is an extraordinary diversity of public and private programs at state, regional, county, city, and neighborhood levels. And because youth violence can grow out of so many other social problems, many agencies or organizations with a broader mission undertake related or overlapping initiatives.

To a certain extent this complexity of effort is unavoidable and even necessary, because youth violence is not a single problem amenable to a single solution. Efforts to promote healthy families, improve school discipline, strengthen communities, and enhance law enforcement and juvenile justice, are not interchangeable, yet all can be grouped under the rubric of youth violence prevention. Moreover, what works in one community will not necessarily work in all communities, and what helps one youth may not help all youth.

Despite the magnitude and diversity of effort, there is considerable room for improvement in the coordination, delivery, and evaluation of violence prevention efforts in Virginia. Although there are many positive and constructive efforts under way, we know relatively little objectively about what is working or not working. Our goal is to help readers gain an overview of what is being done in the Commonwealth, so as to facilitate coordination and improvement of violence prevention efforts.

Chapter 1

Scope of Youth Violence in Virginia



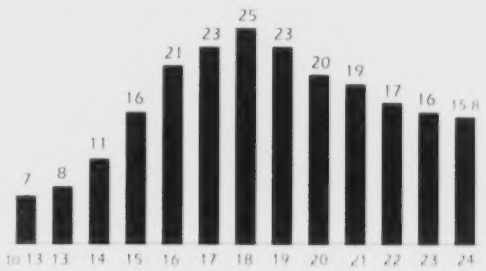
▼ How Much Youth Violence in Virginia?

Although there is no way to measure all acts of violence in Virginia, the extent of youth violence can be usefully described through two standard sources: juvenile arrest statistics and school discipline reports. We present national data where available to help place Virginia problems in perspective.

Arrest Statistics

In 1997, Virginia law enforcement officials made over 15,000 arrests of juveniles for serious violent and property offenses and over 58,000 arrests for all juvenile offenses. To put these figures into perspective, there were approximately 2.7 juvenile arrests for serious violent or property offenses for every 100 youth between 12 and 17 years residing in the state. For all offenses combined, there were approximately 10 juvenile arrests for every 100 youth between 12 and 17 residing in the state. (This does not mean that 10% of all youth were arrested, since some youth were arrested more than once.) There is some good news here: the Virginia juvenile arrest rate for violent offenses is well below the rates in most other states. Nationwide, Virginia ranked as 10th lowest in juvenile violent arrest rates in 1995 (Annie Casey Foundation, 1998).

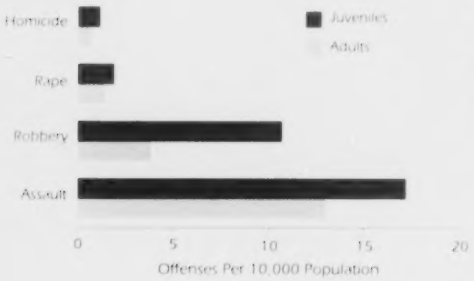
National Arrests for Violent Crime, 1997



Source: FBI Uniform Crime Reports, 1998

Violent crime peaks in late adolescence and declines steadily with age.

Arrests for Violent Offenses in Virginia



Youth commit violent crimes at a higher rate than adults.

Population estimates for adults over 17: 5,089,610, and juveniles 12-17: 538,773. Source: Crime in Virginia, 1998; U.S. Census.

BEST COPY AVAILABLE

It should be noted that juveniles commit even higher rates of serious property crimes such as burglary, larceny, motor vehicle theft, and arson. For example, in 1997, the Virginia youth arrest rate for property offenses was eight times the rate for violent offenses. In contrast, the arrest rate of adults (over 17 years) for property offenses was just three times the arrest rate for violent offenses.

Nationwide and in Virginia, juvenile arrests for violent offenses rose sharply in the late 1980's and early 1990's. In the past few years, however, there has been a welcome decline, suggesting that many of our violence prevention and intervention initiatives are working. Nonetheless, current violent crime rates are still well above the figures for the 1980's; clearly there is still much work to be done.

School Discipline Reports

Juvenile arrest statistics underestimate the true rate of violent and delinquent behavior, since many offenses go undetected, and youth can engage in acts of aggression and violence that are dangerous, but below the threshold of severity for arrest. School discipline reports provide still another imperfect, but useful, source of information on youth violence. The Virginia Department of Education collects annual disciplinary reports from each public school division concerning fighting and assault, weapons confiscation, substance violations, and other incidents.

School personnel suspended students for disciplinary infractions at an annual rate of approximately one suspension for every 10 students enrolled between grades K-12. Many of these incidents involved physical fights. An average of 164 fights per day took place in Virginia schools during the 1996-97 school year.

Virginia School Discipline Reports 1996-1997

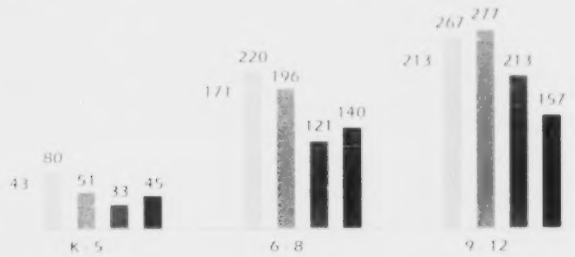
29,503	**Fights**
1,182	**Assaults on Staff**
2,115	**Weapons Confiscation**
3,117	**Drug/Alcohol Possession**
109,932	**Suspensions**
1,006	**Expulsions**

Source: Virginia Department of Education, 1997

BEST COPY AVAILABLE

There is some indication that Virginia schools are making progress in their efforts to reduce fighting, weapon possession, and substance abuse incidents at school. The most recently available data, for the 1996-97 school year, indicate a possible reversal in generally upward trends. School-based rates need careful study and analysis to determine where and how progress is being made.

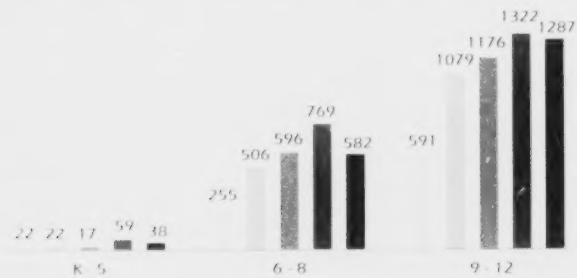
Serious Physical Assaults in Virginia Public Schools



Source: VA Department of Education Reports, 1994-1998. "Serious" means required professional medical attention.

Assaults in Virginia schools have started to decline.

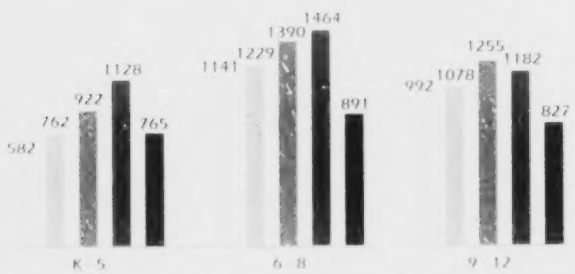
Drug Possession Violations in Virginia Public Schools



Source: VA Department of Education Reports, 1994-1998.

Drug possession violations in Virginia schools climbed steadily for years, but declined in the 1996-97 school year.

Weapon Violations in Virginia Public Schools



Source: VA Department of Education Reports, 1994-1998.

1992 - 93 1993 - 94 1994 - 95 1995 - 96 1996-97

There was a substantial reduction of weapons violations during the 1996-97 school year.

BEST COPY AVAILABLE

School Victimization

Youth are both the perpetrators and victims of violence in schools. In recent years, highly publicized cases of gun violence at school brought national attention to this problem. In February of 1998, a student involved in a gang-related dispute was killed in the parking lot of a Falls Church high school, and in June of 1998, a non-fatal shooting in a Richmond high school corridor received national media attention.

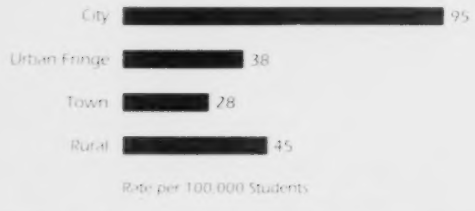
Fortunately, homicides at school are exceedingly rare and, according to the National School Safety Center, constitute less than 1% of the homicides of juveniles that occur each year. Other forms of serious violent crime are more prevalent and deserve careful consideration. In 1998 the National Center for Education Statistics released an important study of serious violent crime in public schools using a nationally representative sample of 1,234 schools. Serious violent crimes included homicide, rape or other sexual battery, suicide, physical attack or fight with a weapon or robbery. According to study findings, approximately 21% of high schools, 19% of middle schools, and 4% of elementary schools experience at least one serious violent crime per year.

School homicides received national attention in recent years.

Recent School Homicides

One likely reason for the differences among urban, suburban, small town, and rural schools is the differential pattern of poverty in those schools. Schools with higher percentages of students qualifying for free or reduced lunches (a general index of poverty) have much higher crime rates.

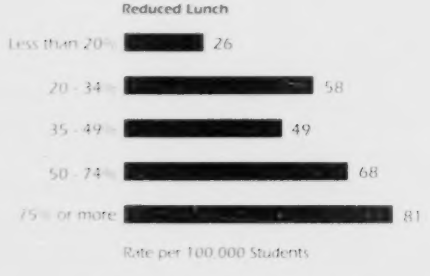
Rate of Serious Violent Crime in U.S. Public Schools, 1996-1997



Source: 1998 National Center for Educational Statistics National Survey of Principals

Violent crime rates were highest in urban schools, lowest in town schools, and surprisingly high in rural schools.

Rate of Serious Violent Crime in U.S. Public Schools, 1996-1997



Source: 1998 National Center for Educational Statistics National Survey of Principals

▼ What Are the Regional Patterns of Juvenile Violence?

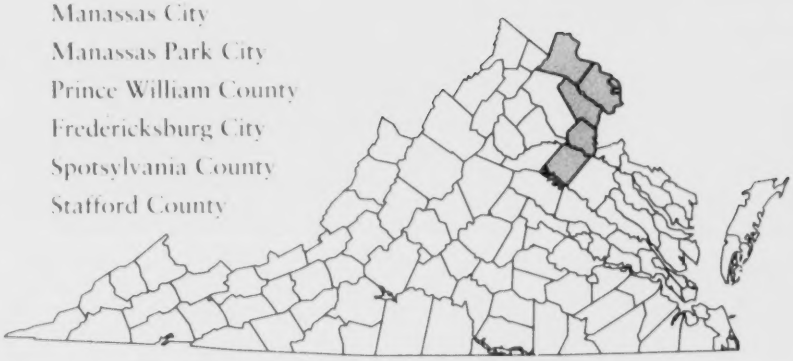
In this section we present rates of both juvenile arrests and school discipline incidents across six state regions. For each region, incident rates which are 20% lower than the state average are designated "Low," and rates 20% higher than the state average are designated "High." Juvenile arrest rates were estimated by dividing the number of arrests (as reported in Crime in Virginia, 1997) by the population of youth ages 5-17 (as reported by the U.S. Bureau of Census, 1998) in each region. Approximate school incident rates were determined by dividing the number of school incidents by the school enrollment in grades K-12 for each region (using data from the Virginia Department of Education, 1998). Some caveats: Arrest rates and school incident rates are intended as relative indices, not absolute measures, and they are not directly comparable to one another. Also, regional differences could be influenced by differences in enforcement and reporting practices.

Poverty is strongly associated with violent crime in schools.

▼ Northern Virginia Region

The Northern Virginia Region Includes:

Alexandria City
Arlington County
Fairfax City
Fairfax County
Falls Church City
Loudoun County
Manassas City
Manassas Park City
Prince William County
Fredericksburg City
Spotsylvania County
Stafford County



Community Incidents – Juvenile Arrests[1]

[1] Arrests rate is per 10,000 youth ages 5-17. Data from *Crime in Virginia, 1997* and U.S. Bureau of Census, 1998.

Offense	Arrest Rate	Statewide Comparison
Homicide	09	Low
Rape	41	Low
Robbery	3 92	Average
Aggravated Assault	5 81	Average
All Violent Offenses	10 23	Average
Larceny	58 70	Average
Drug Possession	18 85	Average
Liquor Law Violations	33 82	High
Run Aways	44 34	Average

School Incidents – Discipline Reports[2]

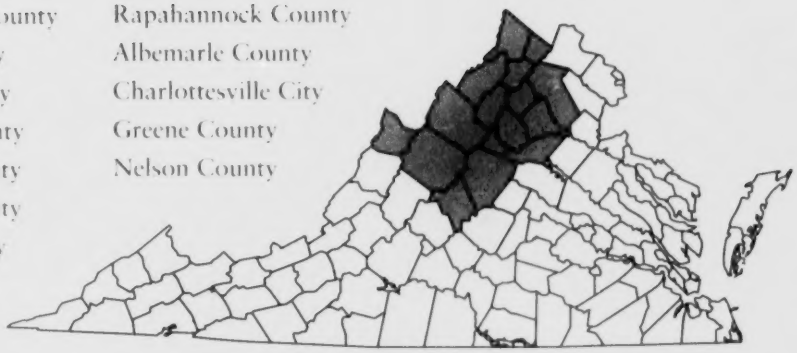
[2] Incidence rate is per 10,000 youth enrolled in school grades K-12. Data for 1996-97 school year from Virginia Department of Education, 1998.

Incident	Rate	Statewide Comparison
Fighting	147 30	Low
Serious Assault by Student	5 89	High
Assault of Staff Member	9 92	Average
Weapon Confiscation	16 89	Average
Drug Possession	18 64	Average
Alcohol Possession	11 39	Average
Tobacco Possession	71 09	Low
Suspension	676 53	Low
Expulsion	8 58	Average

▼ Blue Ridge Region

The Blue Ridge Region Includes:

Augusta County
Harrisonburg City
Highland County
Rockingham County
Staunton City
Waynesboro City
Frederick County
Clarke County
Page County
Shenandoah County
Warren County
Winchester City
Culpeper County
Fauquier County
Madison County
Orange County
Rapahannock County
Albemarle County
Charlottesville City
Greene County
Nelson County



Community Incidents – Juvenile Arrests[1]

Offense	Arrest Rate	Statewide Comparison
Homicide	09	Low
Rape	64	Average
Robbery	1 54	Low
Aggravated Assault	4 54	Low
All Violent Offenses	6 81	Low
Larceny	77 75	Average
Drug Possession	15 99	Low
Liquor Law Violations	23 89	High
Run Aways	22 98	Low

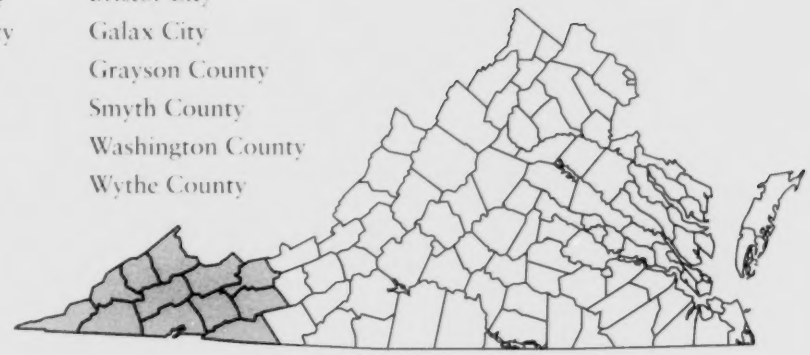
School Incidents – Discipline Reports[2]

Incident	Rate	Statewide Comparison
Fighting	287 36	Average
Serious Assault by Student	2 37	Low
Assault of Staff Member	10 49	Average
Weapon Confiscation	20 87	Average
Drug Possession	23 54	High
Alcohol Possession	10 88	Average
Tobacco Possession	134 73	High
Suspension	840 83	Average
Expulsion	7 12	Low

▼ Southwest Virginia Region

The Southwest Virginia Region Includes:

Buchanan County
Dickenson County
Russell County
Tazewell County
Lee County
Norton City
Scott County
Wise County
Bland County
Bristol City
Galax City
Grayson County
Smyth County
Washington County
Wythe County



Community Incidents – Juvenile Arrests[1]

[1] Arrests rate is per 10,000 youth ages 5-17. Data from *Crime in Virginia, 1997* and U.S. Bureau of Census, 1998.

Offense	Arrest Rate	Statewide Comparison
Homicide	0.00	Low
Rape	0.44	Low
Robbery	0.58	Low
Aggravated Assault	2.92	Low
All Violent Offenses	3.94	Low
Larceny	27.02	Low
Drug Possession	8.76	Low
Liquor Law Violations	10.95	Low
Run Aways	3.36	Low

School Incidents – Discipline Reports[2]

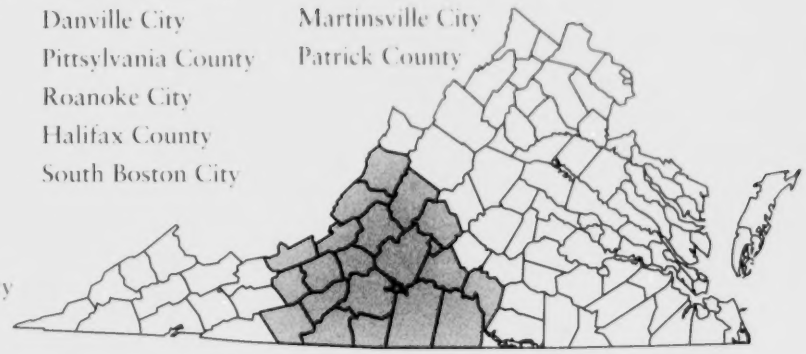
[2] Incidence rate is per 10,000 youth enrolled in school grades K-12. Data for 1996-97 school year from Virginia Department of Education, 1998.

Incident	Rate	Statewide Comparison
Fighting	292.30	Average
Serious Assault by Student	2.94	Average
Assault of Staff Member	1.47	Low
Weapon Confiscation	15.02	Low
Drug Possession	26.44	High
Alcohol Possession	11.91	Average
Tobacco Possession	306.67	High
Suspension	852.75	Average
Expulsion	6.2	Low

▼ Roanoke Area Region

The Roanoke Area Region Includes:

Allegany County
Botetourt County
Clifton Forge City
Covington City
Craig County
Roanoke County
Salem City
Bath County
Buena Vista City
Lexington City
Rockbridge County
Amherst County
Appomattox County
Bedford City
Bedford County
Campbell County
Lynchburg City
Carroll County
Floyd County
Giles County
Montgomery County
Pulaski County
Radford City
Charlotte County
Danville City
Pittsylvania County
Roanoke City
Halifax County
South Boston City
Franklin County
Henry County
Martinsville City
Patrick County



Community Incidents – Juvenile Arrests[1]

Offense	Arrest Rate	Statewide Comparison
Homicide	0.23	Low
Rape	0.70	Low
Robbery	1.80	Low
Aggravated Assault	4.77	Low
All Violent Offenses	7.50	Low
Larceny	46.09	Low
Drug Possession	9.73	Low
Liquor Law Violations	7.81	Low
Run Aways	29.69	Low

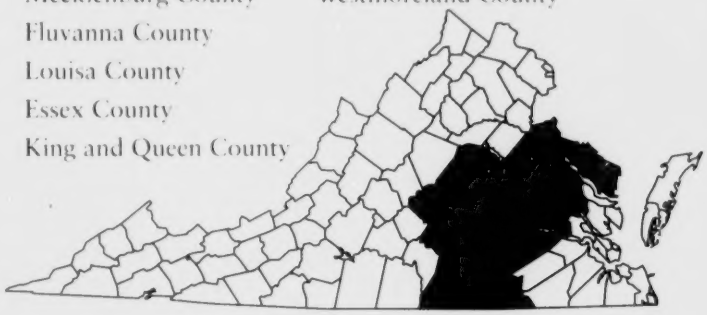
School Incidents – Discipline Reports[2]

Incident	Rate	Statewide Comparison
Fighting	346.61	High
Serious Assault by Student	3.20	Average
Assault of Staff Member	6.59	Low
Weapon Confiscation	17.69	Average
Drug Possession	19.91	Average
Alcohol Possession	14.89	High
Tobacco Possession	166.48	High
Suspension	1047.20	Average
Expulsion	6.79	Low

▼ Central Virginia Region

The Central Virginia Region Includes:

Chesterfield County
Colonial Heights City
Powhatan County
Dinwiddie County
Greensville County
Emporia City
Hopewell City
Petersburg City
Prince George County
Charles City County
Goochland County
Bristol City
Galax City
Grayson County
Smyth County
Washington County
Wythe County
Hanover County
New Kent County
Henrico County
Amelia County
Buckingham County
Cumberland County
Lunenburg County
Nottoway County
Prince Edward County
Caroline County
King George County
Richmond City
Brunswick County
Mecklenburg County
Fluvanna County
Louisa County
Essex County
King and Queen County
King William County
Lancaster County
Northumberland County
Richmond County
Westmoreland County



[1] Arrests rate is per 10,000 youth ages 5-17. Data from *Crime in Virginia*, 1997 and U.S. Bureau of Census, 1998.

Community Incidents – Juvenile Arrests[1]

Offense	Arrest Rate	Statewide Comparison
Homicide	1.23	High
Rape	1.05	High
Robbery	6.19	High
Aggravated Assault	10.89	High
All Violent Offenses	19.36	High
Larceny	129.58	High
Drug Possession	36.67	High
Liquor Law Violations	26.01	High
Run Aways	50.29	High

[2] Incidence rate is per 10,000 youth enrolled in school grades K-12. Data for 1996-97 school year from Virginia Department of Education, 1998.

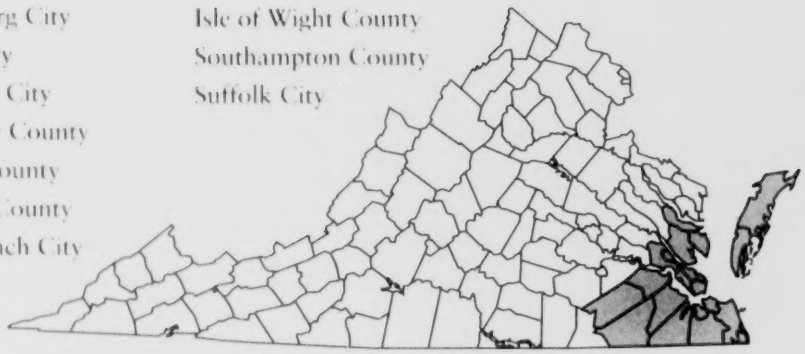
School Incidents – Discipline Reports[2]

Incident	Rate	Statewide Comparison
Fighting	298.2	Average
Serious Assault by Student	1.05	Low
Assault of Staff Member	7.78	Low
Weapon Confiscation	18.95	Average
Drug Possession	15.95	Average
Alcohol Possession	8.64	Average
Tobacco Possession	83.31	Low
Suspension	1029.52	Average
Expulsion	10.93	Average

▼ Hampton Roads Region

The Hampton Roads Region Includes:

Chesapeake City
Surry County
Sussex County
Accomack County
Northampton County
Hampton City
Norfolk City
James City County
Newport News City
Poquoson City
Williamsburg City
York County
Portsmouth City
Glouchester County
Mathews County
Middlesex County
Virginia Beach City
Franklin City
Isle of Wight County
Southampton County
Suffolk City



Community Incidents – Juvenile Arrests[1]

Offense	Arrest Rate	Statewide Comparison
Homicide	0.58	High
Rape	0.96	High
Robbery	6.19	High
Aggravated Assault	7.47	Average
All Violent Offenses	15.2	High
Larceny	67.28	Average
Drug Possession	21.87	Average
Liquor Law Violations	10.71	Low
Run Aways	51.14	High

School Incidents – Discipline Reports[2]

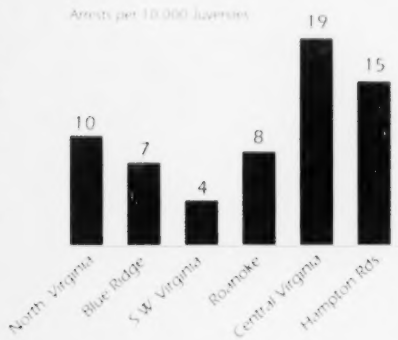
Incident	Rate	Statewide Comparison
Fighting	316.54	Average
Serious Assault by Student	2.62	Average
Assault of Staff Member	18.19	High
Weapon Confiscation	23.16	High
Drug Possession	15.39	Average
Alcohol Possession	6.61	Low
Tobacco Possession	75.32	Low
Suspension	1374.69	High
Expulsion	11.13	High

A comparison of juvenile arrest rates across the six regions indicates that Central Virginia and Hampton Roads have the highest arrest rates for violent crimes in Virginia. Arrest rates are influenced by many factors, including population factors such as socioeconomic conditions and employment levels, as well as law enforcement effectiveness and crime reporting practices. Juvenile arrests are also affected by law enforcement policies and court practices in responding to juvenile crime. Juvenile arrests for serious violent crimes are also affected by the local prevalence of illegal drugs and availability of weapons.

Regional comparisons based on school discipline reports indicate considerable variation across the six regions. For example, Hampton Roads school divisions reported a much higher rate of staff assaults than did school divisions in Southwestern Virginia. It should be noted that regional differences can be influenced by many of the same factors which affect arrest rates. School divisions may also differ in their discipline policies and definitions of disciplinary infractions, and in their record keeping and reporting practices. Nevertheless, each region is composed of multiple school divisions, and there was no indication that divisions within the same region engaged in similar practices that tended to systematically increase or decrease discipline infraction reports. The regional differences identified in this report deserve further study.

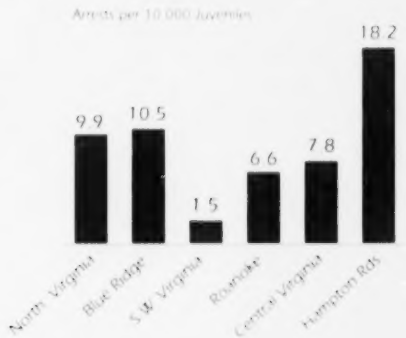
Juvenile Arrests for Violent Offenses

Central Virginia and Hampton Roads have the highest rate of juvenile arrests for violent offenses in Virginia



Note: Violent offenses include homicide, assault, rape, robbery.
Data from Crime in Virginia, 1997.

Assaults on Staff Members in Virginia Schools



Source: VA Department of Education Crime and Violence Report, 1996-1997.

The Hampton Roads area had 18 assaults on staff members per 10,000 students.

▼ Who Is Most At-Risk to Engage in Violent and Aggressive Behavior?

Prevention efforts should be focused on the youth most at-risk to engage in violent and delinquent behavior. However, risk factors are not necessarily direct causes of violence. For example, economically poor children are at greater risk for committing violent crimes, but poverty in itself does not directly cause violent behavior. Moreover, most poor children do not commit violent crimes. However, children from impoverished backgrounds have many social, academic, and family experiences which have an adverse influence on their development, and more frequently encounter situations which encourage delinquent or criminal behavior.

Gender of Offenders
Arrests for Violent and Property Offenses

Source: 1997 FBI Uniform Crime Reports

Boys outnumber girls in arrests for both violent and property crimes

Gender

In general, boys commit more acts of violence than do girls. In 1997, 26% of the youth arrested nationwide for violent or property offenses were girls. Girls represented 28% of arrests for property offenses and 15% of arrests for violent offenses (FBI, 1998).

Race

African-American youth are disproportionately represented within the number of youth arrested for violent offenses. In 1997, African American youth constituted over 44% of the total youth arrested in the United States (FBI, 1998). We emphasize that the high percentage of arrests of minority youth does not indicate a direct causal connection between race and violence, but must be understood in the context of the multiple social and economic disadvantages associated with racial minority status in the United States.

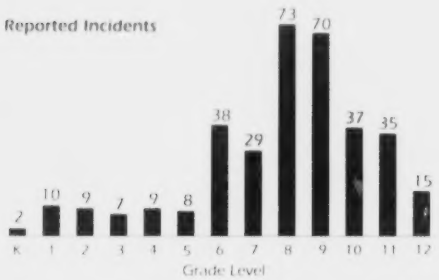
Marsh and Cornell (1998) examined racial differences in fighting, weapon-carrying, and gang involvement reported in a Virginia school survey. They found that racial differences were actually quite small (typically less than 2 percent of the variance), and that the differences in high-risk behavior were more strongly associated with experiential factors, such as feeling endangered at school, feeling unsupported by school staff, and having poor academic grades.

Age

Data on the age of arrest are reported in the beginning of this chapter. Virginia state data on school violence indicate that physical fighting peaks during the upper middle school years.

Serious Physical Assaults in Virginia Public Schools

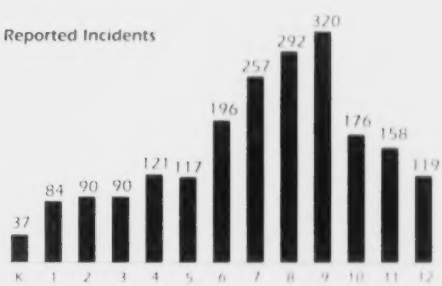
Serious assaults, requiring professional medical attention, peak during 8th and 9th grades.



1996-1997 school year data from Virginia Department of Education (1998)

Weapons Possession in Virginia Public Schools

Weapon incidents peak in grades 7 to 9.



1996-1997 school year data from Virginia Department of Education (1998)

Home Environment

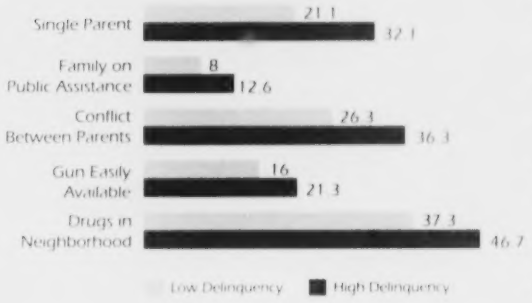
Although there is widespread agreement that the home environment has a substantial impact on the development of violent behavior, it is difficult to measure the quality of family life and other environmental factors. Recently a national, longitudinal study of adolescent health, termed ADD Health, (Bearman, Jones, & Udry, 1997; Resnick et. al., 1997) produced some information on risk factors associated with delinquent behavior. Using the ADD Health raw data set, we conducted some analyses using available information obtained from the study's nationally representative sample of 6,404 adolescents.

Adolescents in the ADD Health study completed a 14-item survey of delinquent behavior. In our analyses, we compared two groups of adolescents, those endorsing 7 or more delinquent behaviors (the highest 7% of the sample, 470 youth) and those who endorsed no delinquent behaviors (28% of the sample, 1800 youth).

As displayed in the accompanying chart, the high delinquent group differed from the low delinquent group in five areas. Adolescents from single-parent families, families on public assistance, and families in which parents frequently argued with each other were at increased risk of delinquency. In addition, adolescents who lived in homes where guns were easily available, and neighborhoods where drugs were easily available, were at increased risk.

Although no single risk factor was determinative of delinquency, our analyses indicated that risk of delinquency was cumulative. Adolescents with 3 or more of the five risk factors had a delinquency rate (14%) approximately three times greater than those with no risk factors (5%). Undoubtedly there are additional risk factors not measured by the ADD Health study, but these analyses serve to illustrate the cumulative impact of family and environmental factors in delinquent outcomes.

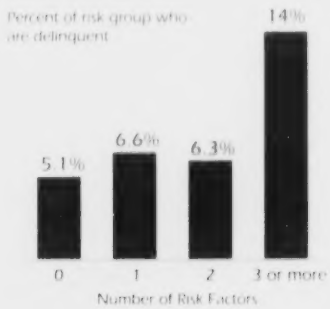
Risk Factors for Delinquency



Note: High delinquency endorsed at least 7 to 14 delinquency items (top 7% of sample).
Source: Data from ADD Health Survey, 1977.

High delinquent youth were more likely to live in single parent families on public assistance and to have drugs and guns more readily available. Parents of high delinquent youth tend to argue frequently with each other.

Risk Factors Are Cumulative



Note: Risks include drug problem in neighborhood, gun easily available, family on public assistance, single-parent home, conflict between parents. Based on self-report of 2,177 adolescents.
Source: Author analysis of ADD Health Survey, 1977.

Adolescents with three or more risk factors were nearly 3 times more likely to be highly delinquent.

BEST COPY AVAILABLE

Families of Virginia Juvenile Offenders

Most juvenile offenders have serious family problems. To gain insight into the family problems of juvenile offenders we reviewed data collected by the Virginia Department of Juvenile Justice for the population of all juvenile offenders admitted to their facilities in a single year (July 1997 through June 1998).[3]

Fewer than one in five of Virginia's incarcerated juvenile offenders lived with both parents, and nearly one in four lived with neither parent. This is in marked contrast to most children living in the United States. Compared to national rates, approximately twice as many boy juvenile offenders come from single-parent homes.

Family Composition	Juvenile Offenders Boys	Girls	All US Children*
Two parents (can include step-parent)	30%	41%	71.9%
Mother only	40%	28%	20.0%
Father only	6%	5%	3.9%
Neither parent (relative, institution, etc.)	24%	26%	4.2%
Total number of juvenile offenders	1455	181	

* United States Department of Commerce Bureau of Census (1993)

Source: Virginia Department of Juvenile Justice, 1998

Family Problems of Juvenile Offenders Prior to Incarceration	Boys	Girls
Juvenile physically abused at home	14%	23%
Juvenile sexually abused at home	5%	34%
Juvenile had psychiatric treatment	25%	37%
Juvenile substance abuse	62%	53%
Maternal substance abuse	22%	32%
Paternal substance abuse	33%	38%
Maternal incarceration	8%	12%
Paternal incarceration	20%	23%
Total number of juvenile offenders	1455	181

Source: Virginia Department of Juvenile Justice, 1998

[3] We thank Dennis Waite, Ph.D. of the Virginia Department of Juvenile Justice for this information.

Most incarcerated juvenile offenders have substance abuse and/or psychiatric problems, and many have histories of physical or sexual abuse. Substantial numbers of their parents have histories of substance abuse or incarceration.

Based on their overall assessment of the juvenile's family, DJJ staff made a determination of the quality of the family as a support system for the juvenile during his or her incarceration. The staff also judged whether the family home was a viable aftercare option for the youth. (These judgements were made for initial planning purposes and subject to revision.) Overall, fewer than one-third of families were judged to be adequate support systems for their incarcerated youth, and nearly two-thirds would require services in order to be viable aftercare placements.

Agency Classification of Family Support System	Boys	Girls
Nonexistent	4%	5%
Detrimental to youth	21%	38%
Dysfunctional family	48%	48%
Adequate	28%	9%
Total number of juvenile offenders	1455	181

Source: Virginia Department of Juvenile Justice, 1998

Is Family a Viable Aftercare Option?	Boys	Girls
Yes	6%	3%
Only with support services	62%	49%
No	30%	45%
Don't know	2%	3%
Total number of juvenile offenders	1455	181

Source: Virginia Department of Juvenile Justice, 1998

Gang Membership

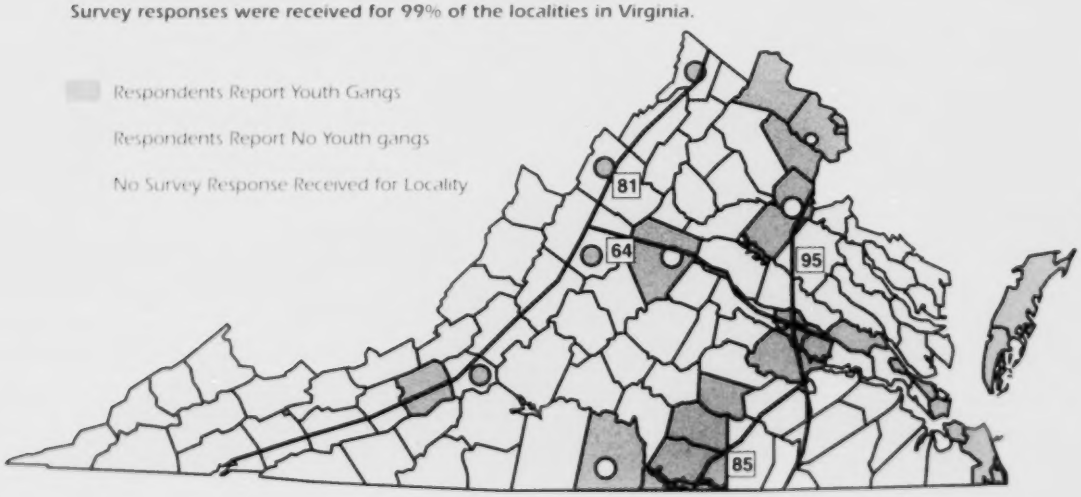
Youth are strongly influenced by their peers to engage in violent and delinquent behavior. Recent studies (Battin-Pearson, Thornberry, Hawkins, & Ryohn, 1998; Howell & Decker, 1999) confirm that association with delinquent peers, and especially youth gang members, is an important risk factor.

In 1997, the Virginia State Crime Commission and Commission on Youth released a report on youth gangs in Virginia (House Document 30). This report confirmed that the nationwide proliferation of youth gangs included substantial increases in youth gang activity in Virginia. A statewide survey of law enforcement agencies and juvenile court service units in 1996 identified 260 youth gangs in Virginia, a total 220% greater than the results of a similar State Police survey conducted in 1994 (Virginia State Crime Commission and Virginia Commission on Youth, 1997).

As indicated in the accompanying state map, the survey identified youth gangs in all regions of the state, although most of the gangs were found in the heavily populated Northern Virginia and Tidewater areas. Using the areas defined by the Virginia Commission on Youth, there were 148 youth gangs in Northern Virginia, 81 in Tidewater, 16 in Central Virginia, 14 in Piedmont Virginia, and 1 in Western Virginia. The 1999 Virginia General Assembly has mandated an update on this survey to determine youth gang trends since 1996.

Reported Youth Gangs

Survey responses were received for 99% of the localities in Virginia.



Responses were not received for Prince George County and Greensville County.
Source: Virginia Commission on Youth, October 1996

The Virginia Commission on Youth also conducted a survey of youths in all 18 of the state's detention centers (Virginia State Crime Commission and Virginia Commission on Youth, 1997). Over 700 youths participated in anonymous, confidential interviews. Approximately 22% of these incarcerated youths acknowledged membership in a gang, and an additional 17% reported involvement in another group they variously described as a crew, clique, posse, or mob. Only youths who reported that their gang or group engaged in criminal activities were included in the tallies.

The most commonly reported criminal activities by gang or group members were drug sales (81%), fights with other gangs (80%), aggravated assaults (71%), spray-paint graffiti (57%), vandalism (59%), and motor vehicle theft (55%).

A demographic profile of the 266 incarcerated youths involved in gangs or similar criminal groups reveals that most of them were male, minority youths, 16-17 years old, and still enrolled in school, typically in grades 8-10. Over half of the youths reported joining their gang or group by age 13.

Characteristics of Youth in Secure Detention Centers in Virginia

Age		Race		Gender	
11-12	6 (2%)	White	69 (26%)	Male	229 (86%)
13	11 (5%)	African American	138 (52%)	Female	37 (14%)
14	34 (13%)	Hispanic	16 (6%)		
15	47 (18%)	Asian	12 (5%)		
16	86 (32%)	Other	31 (12%)		
17	80 (30%)				
18	2 (1%)				
Average age	15.7				

Grade		Age Joined Gang	
2-6	8 (3%)	10	23 (7%)
7	18 (7%)	11	14 (5%)
8	33 (12%)	12	58 (22%)
9	63 (24%)	13	61 (23%)
10	44 (17%)	14	56 (21%)
11	14 (5%)	15	31 (12%)
12	3 (1%)	16-17	15 (6%)
Drop-Out	42 (16%)		
Expelled	30 (11%)		

Source: Virginia State Crime Commission and Virginia Commission on Youth, 1997

Chapter 2

Effective Practices in Youth Violence Prevention

BEST COPY AVAILABLE

TINY TOON

For many years violence prevention strategies have been based largely on theoretical or ideological assumptions about "what works," in the absence of objective, scientific evidence. Indeed, so many ill-conceived strategies were so often found to be ineffective, that many delinquency prevention critics popularized the cynical view that "nothing works." Such a pessimistic view is no longer tenable. Juvenile violence can be prevented and juvenile offenders can be rehabilitated. One goal of this report is to bring attention to the existence of a substantial and growing body of scientifically credible evidence which can be used to implement sound and cost-effective prevention programs.

This chapter will present a selective overview of prevention strategies found to reduce juvenile violence and associated problems such as substance abuse, property crime, and disruptive behavior. Readers interested in the scientific evidence can turn to several extensive, quantitative evaluations of literature (Greenwood, Model, Rydell, & Chiesa, 1998; Lipsey & Wilson, 1997; Sherman et al., 1997).

Some caveats: No strategy is effective for all youth or all settings. Every prevention program will have youth who fail, and unfortunately, failure inevitably receives more attention than success, and can distort perceptions of program effectiveness. All programs are vulnerable to these misperceptions if they fail to routinely and rigorously document overall success rates. Programs which can reduce violent crime by even 10-20% are likely to be cost-effective, in light of the high cost of juvenile crime for victims, communities, and the criminal justice system.

Finally, even the best validated program will not succeed if it is not adequately funded and faithfully implemented by competent staff. A new treatment program must be sufficiently well specified in training manuals and guides, or through supervisory oversight by qualified practitioners, that it can be replicated in a new setting. More generally, programs must demonstrate adequate treatment fidelity, i.e., they must faithfully implement the actual treatment program as it was designed. All too often programs have rushed to implement new treatment programs without adequate training and preparation, so that treatment failure is a result of poor implementation, not an inadequate treatment model (for example, see Henggeler, Melton, Brondino, Scherer, & Hanley, 1997). Staff training and general quality control have often been neglected in prevention settings.

▼ Effective Prevention Strategies

COMMUNITY-WIDE	FAMILY-FOCUSED	SCHOOL-BASED
Mentoring	Parent education	Conflict resolution training
Supervised recreation	Family therapy	Violence prevention counseling
Community policing	Preschool programs	Social competence development
		Bullying reduction
		Drug education

Communities in Schools of Chesterfield (804-230-2192) has developed a guide to developing a school-based mentoring program and a handbook for mentors. Copies are available from the Virginia Department of Education, Office of Compensatory Services (804-225-2987).

▼ Community-Wide Strategies

Mentoring

Mentoring is a relatively inexpensive program in which adult volunteers spend time each week with children or adolescents, typically engaged in recreational or educational activities. A controlled experiment with 959 youth in 8 cities found that the Big Brothers/Big Sisters program resulted in a 46% reduction in drug use, a 32% reduction in hitting people, and a 52% reduction in truancy (Grossman & Garry, 1997; Tierney & Grossman, 1995). Big Brothers/Big Sisters of America can be contacted at 215-567-7000.

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) supported the expansion of mentoring efforts through its Juvenile Mentoring Program (JUMP; OJJDP, 1998). JUMP has funded 93 mentoring projects as well as 6 SafeFutures community grants which include mentoring programs. Mentoring is also supported through the State Formula Grants program of the Juvenile Justice and Delinquency Prevention Act.

Despite the widespread popularity of mentoring, there has been relatively little research on the characteristics of successful mentors or successful mentoring relationships. What criteria should be used in selecting mentors and matching them to youth? How should mentors proceed to establish positive relationships with at-risk youth? These are important questions since some studies report that approximately half of mentor pairings fail to develop into ongoing relationships (Freedman, 1993; Morrow & Styles, 1995).

A descriptive study by Morrow and Styles (1995) offered some hypotheses and directions for future research. The authors distinguished between "developmental" and "prescriptive" styles of mentoring. Developmental mentors were more flexible and relationship-focused in their approach to their youth, while prescriptive mentors were more directive and tended to prescribe activities and topics of discussion. At follow-up nine months later, developmental mentors were more likely to be working with their little brothers/sisters while most prescriptive relationships had terminated.

In Virginia: Big Brothers/Big Sisters has 13 chapters in Virginia serving approximately 1,400 youths (website: www.bbbsa.org). In addition, there are college-based mentoring programs at many Virginia universities, including George Mason University, James Madison University, University of Richmond, University of Virginia, Virginia Commonwealth University, and Virginia Tech. For more information contact the Virginia Campus Outreach Opportunity League at 804-289-8000 or website www.urich.edu/chaplaincy.vacool/.

Supervised Recreational Programs

The peak times for juvenile crime occur during the hours immediately after school (Sickmund, Snyder, & Poe-Yamagata, 1997). The level of juvenile offending at 3 pm on school days is over three times greater than it is at noon or midnight. Many youth are unsupervised after school because their parents are at work. The lack of coordination between school and work in our society is an underlying structural problem in controlling juvenile crime. For this reason, after-school programs are of great potential value and deserve serious consideration in prevention planning for any community.

Most recreational programs have not been adequately tested. For example, there is little hard evidence concerning midnight basketball. However, several controlled studies have found that well-supervised after-school recreational programs substantially reduce juvenile crime, drug use, and vandalism. The Boys & Girls Club recreation and drug prevention program (Schinke, Orlandi, & Cole, 1992) was effective in two studies conducted in a series of public housing projects. A Canadian study (Jones & Offord, 1989) of another intensive after-school program (using sports, music, dancing, and scouting) demonstrated a 75% reduction in juvenile arrests, while arrests at a comparison site rose 67%.

The Boys & Girls Clubs of America has over 1,700 affiliated clubs serving over 2.2 million children (Bureau of Justice Assistance, 1995). Clubs provide a wide range of educational and counseling recreational services in addition to recreational programs. The mission of the Boys and Girls Clubs is to provide supervised recreational and educational programs to at-risk youth. Specific programs vary from club to club depending on what is needed in the community. A study of ten Boys & Girls Clubs by the U.S. Office of Substance Abuse Prevention reported 22% lower levels of drug activity and increased levels of parent involvement (Schinke, Cole, & Orlandi, 1991). A rigorously designed three-year longitudinal study of 16 Clubs in eight states (St. Pierre, Mark, Kaltreider, Aikin, 1997) also found reductions in alcohol and drug use, particularly in clubs which included active parent involvement. Clubs typically are open 5-6 days a week for 4-5 hours each day and are staffed by full-time youth workers as well as volunteers. Contact Boys & Girls Clubs of America (404-815-5751) or the Bureau of Justice Assistance Clearinghouse (800-688-4252).

In Virginia...

More than 35,000 youth participate in Boys & Girls Clubs. The Richmond Club alone operates clubs at 13 sites.

Community Policing

For the most criminally active and dangerous gangs, no method has more demonstrable success than aggressive law enforcement leading to the arrest and incarceration of gang leaders. Although new leaders may emerge in some cases, in many instances gangs have been neutralized or eradicated (Bureau of Justice Assistance, 1997). One of the more effective means of preventing firearm-related juvenile crimes is stringent enforcement of laws against illegal gun carrying (Kennedy, Piehl & Braga, 1996; Sherman et al., 1997).

In its report, "Promising strategies to reduce gun violence," the U.S. Department of Justice describes 60 methods of responding to gun violence (Sheppard, 1999). These methods focus on three basic strategies: interrupting the supply of illegal guns, deterring illegal possession of guns, and aggressive prosecution and sentencing of those who commit gun violence or illegally supply guns to juveniles. For additional information contact the Juvenile Justice Clearinghouse at 800-638-8736.

Recently the National Institute of Justice (NIJ; Sherman et al., 1997) released a massive report on "what works" in preventing crime, based on reviews of hundreds of studies. Among the most effective policing strategies are:

- increased patrol of high-crime street corners
- arrests of serious repeat offenders
- arrests of drunk drivers.

Notably ineffective policing practices are:

- neighborhood block watches
- arrests of juveniles for minor offenses
- drug market arrests.

Community policing is a broad term and some programs labeled as community policing are not effective (Sherman et al., 1997). The most effective community policing programs seemed to have strong community participation in priority setting and a problem-oriented focus. Also noteworthy is the new research emphasis on the importance of strengthening police credibility and legitimacy with the general public, which suggests that it is important from a prevention perspective for police officers to maintain trust and respect through the quality of their everyday interactions with citizens (Tyler, 1990). Contact the Bureau of Justice Assistance (800-421-6770). The NIJ report is available through the world wide web (http://www.ncjrs.org/works/).

▼ Family-Focused Strategies

Parent Education

Parents with difficult or disobedient children can employ a variety of well-researched, effective strategies to manage their behaviors. For parents of children with serious behavioral problems, a brief course is not sufficient. Effective programs should involve these parents in ongoing relationships and training sessions that last from six months to several years. This investment pays off in reduced delinquency and better school adjustment for many years afterwards. Several parent education programs are available from the Communities That Care organization (Hawkins & Catalano, 1992), and can be obtained from Developmental Research and Programs, Inc. (800-736-2630).

There is good research evidence that parent management training is effective with aggressive and disobedient children (Brestan & Eyberg, 1998; Cedar & Levant, 1990; Kazdin, 1997). Parent training for families with aggressive young children is a verifiably cost-effective strategy for preventing future crime (Greenwood, Model, Rydell, Chiesa, 1998). Here are some of the more well-validated approaches to parent education:

- Parent Management Training for Conduct Disordered Children is the most influential parent training model for antisocial children. Developed by Patterson (1992) at the University of Oregon Social Learning Center, the program teaches parents more effective methods of disciplining and managing their children.

- The Barkley Parent Training Program provides an explicit manual used widely to train parents of children with severe behavior problems (Barkley, 1997). The program teaches a 10-step model supported by regular consultation with a therapist.

- The Parenting Program for Young Children developed by Carolyn Webster-Stratton (Webster Stratton, 1982, 1992, 1997, 1998) is a well-validated psychosocial intervention program. This 24-week program is delivered to groups of parents in 2-hour weekly meetings using video vignettes to demonstrate positive parenting techniques.

- Family and Schools Together (FAST) is a more comprehensive program which incorporates parent training and home visits along with school-based efforts to improve the social skills and academic performance of elementary school children. FAST has been implemented in more than 26 states. Notably, the program has a high retention rate; 88% of the families which attend one multifamily session go on to complete the program (Conduct Problems Prevention Research Group, 1992; McDonald, Billingham, Conrad, Morgan, et al., 1997).

As part of parent education, parents should also be encouraged to limit their children's exposure to violent television shows, movies, and video games. Despite mixed public opinion, and objections by the media industry, there is extensive, conclusive research establishing that television violence has a detrimental effect on children (American Psychological Association, 1997; Donnerstein, Slaby, & Eron, 1994; Hughes & Hasbrouck, 1996). Numerous formal experiments in clinical settings and schools, as well as long-term prospective field studies following young children into adulthood, demonstrate conclusively that exposure to media violence increases aggressive behavior. Among the effects of media violence are that children learn to expect and anticipate violence in their daily life, they are desensitized to violence and may even develop positive attitudes toward the use of violence, they may fail to fully appreciate the negative consequences of violence, and in some cases they engage in violence because they believe it to be a source of social status or an effective way to solve problems.

Few social influences are more pervasive than entertainment media violence, yet it has been difficult to convince parents to make greater efforts to supervise their children's viewing habits. In some respects, this represents a public health problem comparable to other public health challenges, such as reducing smoking, increasing exercise, and improving diet. Like smoking, the adverse effects may develop slowly over a long period of time, and only a small proportion of the population may experience the worst outcomes. Moreover, well-ingrained habits — whether it be smoking, over-eating, or watching too much television — are difficult to change in part because they are so commonplace and socially acceptable. Sustained, widespread public educational efforts undoubtedly have made a difference in such areas as smoking and diet, so it is reasonable to assume that comparable efforts also might be effective. In Canada, a highly successful, grassroots campaign to reduce television violence had substantial impact on national viewing habits as well as media policy and industry practices. For information on this effort, contact the Canada Radio-television and Telecommunications Commission in Canada (CRTC Public Affairs, Ottawa, Ontario, K1A 0N2; telephone 819-997-0313.

In Virginia ... There are numerous parent training programs available through local community services boards, social services, and court services units. Statewide information is available from Virginia Cooperative Extension (540-321-8997) at Virginia Tech in Blacksburg and the Virginia Department of Education, Office of Special Education (800-422-2083). The Center for School-Community Collaboration at Virginia Commonwealth University has developed A Training Resource Guide for Parent Education in Virginia (800-762-6309).

Family Therapy

Family therapy refers to a host of different treatment approaches linked by their common emphasis on treating the whole family rather than individuals. The literature on family therapy is too extensive to summarize here. Functional family therapy (Alexander & Parsons, 1982) is one form of family therapy which has been especially effective with delinquent youth. Treatment makes use of cognitive and behavioral methods to improve family relationships and increase reciprocity and cooperation among family members. Outcome studies demonstrated that functional family therapy improved family relationships and reduced recidivism among adolescents referred by juvenile court for offenses such as truancy, theft, and unmanageable behavior (Klein, Alexander, & Parsons, 1977).

Multisystemic therapy (Family Services Research Center, 1995; Henggeler, 1991) is one of the most cost-effective and demonstrably effective treatments for high-risk or delinquent children and their families. In controlled outcome studies, multisystemic therapy has proven to be superior to standard treatments for chronic juvenile offenders, inner-city at-risk youth, child-abusive families, and other traditionally difficult populations. Multisystemic therapy is a relatively short-term (1-6 months) but intensive form of therapy which is aimed at strengthening family functioning.

A hallmark of the multisystemic approach is the therapist's role as a problem-solver who works closely with parents to identify and remedy problems in a wide variety of areas, ranging from a child's school attendance to marital discord. Typically, therapists begin treatment by visiting the family several times a week for sessions ranging from 15 to 90 minutes, and later gradually taper contacts prior to termination. Therapists make flexible use of family therapy, parent education, and cognitive-behavioral techniques to improve family relationships, strengthen parental authority and effectiveness, and modify children's behavior. This approach is carefully described in a treatment manual (Henggeler, 1991; see also Henggeler & Bourdin, 1990). It is important that therapists faithfully adhere to MST principles and procedures for this treatment to be effective; a recent study (Henggeler, Melton, Brondino, Scherer, & Hanley, 1997) found that MST effectiveness declined when therapists failed to follow the treatment model. Information is available from the Family Services Research Center for the Medical University of South Carolina (803-792-8003).

Preschool Programs

There is extensive evidence that some preschool programs, especially when combined with weekly home visits over a period of years, can have substantial, long-term impact on families and the quality of a child's adjustment (Tremblay & Craig, 1995; Yoshikawa, 1994). Some programs like the Perry Preschool Project found that children randomly assigned to the preschool and home visit program not only did better in school than control children, but had fewer arrests as juveniles and adults (Berreuta-Clement, et al., 1985). A strength of the Perry Preschool Project was its emphasis on facilitating parent involvement in children's academic and social development. Information on early childhood programs can be obtained from Project Head Start (202-205-8572) or the National Association for the Education of Young Children (800-424-2460).

The most up-to-date analysis and synthesis of the evidence is contained in a recent RAND report, Investing in our children: What we know and don't know about the costs and benefits of early childhood interventions (Karoly, Greenwood, Everingham, Hoube, Kilburn, Rydell, Sanders, & Chiesa, 1998), available from RAND Distribution Services (310-451-6915 or e-mail order@rand.org). This report distinguishes between the weak evidence supporting many programs and strong evidence in support of several programs which have verifiable, long-term benefits.

▼ School-Based Strategies

Conflict Resolution and Peer Mediation

The heart of conflict resolution is teaching students to listen carefully and respectfully to another person's point of view, accept that there are meaningful differences, and develop creative, mutually satisfactory solutions. Furthermore, students can be taught to mediate disputes between peers by facilitating a dialogue through which disputants find their own solution. The National Institute for Dispute Resolution estimates that there are over 8,500 conflict mediation programs nationwide. Although stand-alone peer mediation programs have not been examined in rigorous, controlled outcome studies (Gottfredson, 1997), there is more convincing evidence in support of comprehensive programs incorporating peer mediation and other forms of conflict resolution. For example, Johnson and Johnson (1995a) conducted extensive research in support of the "Peacemaker" approach, using whole-school or cadre methods, with programs for all grade levels. Their controlled outcome studies (Johnson & Johnson, 1995b) demonstrated that students can learn and retain conflict resolution skills, and subsequently apply their skills to actual conflicts in both school and family settings. Their program reduced overall school problems and facilitated academic achievement.

There are many resources for additional information, including the National Institute for Dispute Resolution (202-466-4764; email nidr@nidr.org) and the New Mexico Center for Dispute Resolution (505-247-0571). The National Resource Center for Youth Mediation has extensive training materials (800-249-6884). The Juvenile Justice Clearinghouse (800-638-8736) provides a guide to conflict resolution education programs, Conflict resolution education: A guide to implementing programs in schools, youth-serving organizations, and community and juvenile justice settings. Additional information is available from the Safe and Drug-Free Schools Program of the U.S. Department of Education (202-260-3954).

In Virginia ... 70% of school divisions have conflict resolution programs and over 60% have peer mediation programs.

Violence Prevention Counseling

Violence prevention counseling can help aggressive youth cope with their frustration and hostility, and resolve conflicts without fighting. For example, the Duke University "Coping Power" program developed by Lochman (1992) to teach aggressive youth to cope with their anger has been shown to help children correct distortions in their perceptions of social interactions and choose non-violent alternative courses of action. Hammond and colleagues have developed the Positive Adolescents Choices Training (PACT) program for work specifically with African-American youth (Hammond, 1991; Hammond & Yung, 1993). PACT uses culturally sensitive videotapes to teach youth social skills such as strategies for expressing and responding to criticism and negotiating solutions to disputes.

The Violence Prevention Curriculum for adolescents is part of the Teenage Health Teaching Modules (THTM) program. Developed by Deborah Prothrow-Stith, the curriculum lends itself to working in schools with anger management, family violence, media violence and dating violence. Teachers use handouts and videos to teach the program. Evidence of program effectiveness is available (Grossman et al.,1997).

Overall, there is considerable research in support of cognitive-behavioral approaches which not only reduce aggressive behavior, but in some studies also improve school attendance and grades, and reduce substance abuse (Bry, 1982; Izzo, & Ross, 1990; Lochman, 1992; Rotheram, 1982). Unfortunately, some briefer, but more popular approaches to violence prevention have not been well-supported. For information on the "Coping Power" program contact Dr. John Lochman (919-684-8732). For information on PACT, contact Research Press (217-352-3273). For information about a wide range of anger control and violence prevention programs, contact PAVNET (Partnerships Against Violence Network), which is a virtual library of reports and guidebooks from seven different Federal agencies (http://www.pavnet.org/).

Bullying Reduction

Bullying is a pervasive problem which is often overlooked or minimized in schools. Because bullying is so pervasive, it is sometimes regarded as a normal or inevitable part of growing up. On the contrary, research (Boulton & Underwood, 1992; Craig, 1998; Crick, 1998; Crick & Bigbee, 1998; Furlong, Chung, Bates, & Morrison, 1995; Gilmartin, 1987; Kochenderfer & Ladd, 1996; Neary & Joseph, 1994; Slee & Rigby, 1993) indicates that school victimization has substantial and lasting effects on children's social and emotional adjustment. In one study, approximately 3/4 of midwestern school children reported some episodes of bullying, with about 14 percent experiencing severe reactions to abuse (Hoover, Oliver, & Hazler, 1992). Repeatedly victimized children often experience a variety of mental health problems including depression, anxiety, and low self-esteem. Victims tend to feel unsafe at school and are more likely to have school attendance problems than other students. Victims of chronic bullying continue to exhibit social adjustment problems in adulthood. Young bullies develop attitudes and values which lead to more serious aggressive behavior in adolescence. Adult tolerance for bullying sends the wrong message to children and promotes acceptance of coercion, harassment, derogation, and violence as means of controlling others.

School-wide campaigns which condemn bullying and encourage more appropriate behavior can dramatically reduce bullying, and in turn lower the likelihood of later aggression and delinquency which often follows. Dan Olweus developed and tested a highly successful program used first in Norway and later in the United States and other countries. Olweus (1997) evaluated the effectiveness of this program in 42 primary and secondary schools in Norway. He found a 50% reduction in bully/victim problems, as well as marked reductions in vandalism, truancy, and fighting. For information on this bullying program, the book Bullying at School — What We Know and What We Can Do can be ordered from Blackwell Press (800-216-2522).

There are numerous programs and guides for schools to conduct bullying reduction campaigns (National School Safety Center, 1999). For example, Bully-Proofing Your School (Garrity, 1994) is a prevention program designed to make the school environment physically and psychologically safer. Through staff training, student instruction, intervention with bullies, and collaboration with victims and parents, the program uses role-playing, modeling and class discussions to teach anger control and empathy, and strategies for victims. Another guide, Preventing Bullying: A Manual for Schools and Communities can be obtained from the U.S. Department of Education (1-877-433-7827 or www.ed.gov/pubs/index.html). A list of resources is available from the National School Safety Center (805-373-9977).

Social Competence Development

Children as young as age 4 can be taught to solve interpersonal problems in an empathic and considerate manner. Social competence generally refers to the ability to get along with others and cope with problems effectively. There are several well-designed and rigorously evaluated programs which teach social competence (Greenberg, Kusche, Cook, & Quamma, 1995; Caplan, Weissberg, Grober, Sivo, Grady, & Jacoby, 1992). One of the best-known programs, Interpersonal Cognitive Problem Solving (ICPS, also known as "I Can Problem Solve") was developed by Myrna Shure and colleagues over the course of thirty-five years of research. This approach teaches children to identify problems, recognize the feelings and perspectives of others, consider the consequences of alternative solutions, and then choose the best course of action. There are inexpensive manuals and workbooks — from preschool to grade 6 — which can be used by either teachers or parents (Shure, 1992, 1996a, 1996b). Numerous evaluations, including multi-year follow-up studies, document that training improves children's behavior and generalizes across classroom, home, and peer situations (Shure, 1997). Children are less impulsive and disruptive, and more cooperative and prosocial with peers and adults. For ICPS materials, contact Research Press (217-352-3275).

The Primary Mental Health Prevention (PMHP) project is one of the oldest and most respected school-based programs for identifying and treating children at risk for emotional and behavioral problems (Cowen, et al., 1996). PMHP has changed and evolved over the course of nearly 40 years, with a basic model involving carefully supervised, paraprofessional counseling for children with emotional or behavioral problems. There are specialized components to teach social problem-solving, assist children with divorced parents, facilitate peer relationships and encourage cooperative learning (the "Study Buddy" program). A variety of large-scale, multi-year program evaluations involving thousands of students documented positive changes in the emotional and behavioral adjustment of PMHP children. PMHP has a well-established dissemination and training program; the model is now formally employed in California (180 school districts), Connecticut (23), New York (134), and Washington (34), with more than a dozen other states implementing similar programs in one or more school districts. Dr. Hightower directs the PMHP at the University of Rochester (716-273-5957).

Drug Education

Drug education programs typically involve school-based instruction about the negative effects of alcohol and drug use, accompanied by efforts to encourage responsible decision making. No prevention program is more popular, or more controversial, than Drug Abuse Resistance Education (D.A.R.E.). D.A.R.E. began in 1983 as a collaborative effort between the Los Angeles Police Department and the Los Angeles Unified School District and has been adopted in over 70% of the nation's school districts, as well as 44 foreign countries (Law Enforcement News, 1996). The original core curriculum was designed for uniformed police officers to teach a specific drug prevention curriculum to students in their last (5th or 6th) grade of elementary school. The core curriculum has been the subject of extensive research, although there are D.A.R.E. programs for other grade levels which have received much less attention.

In 1994, Ringwalt and colleagues (Ringwalt, Greene, Ennett, Iachan, Clayton, & Leukefeld, 1994) released an evaluation of the D.A.R.E. program based on a meta-analysis of eight methodologically rigorous studies. All eight studies assessed students before and after completion of the core D.A.R.E. curriculum and included control groups of students not receiving D.A.R.E.. Overall, the studies involved more than 9,300 students and 215 schools. The results indicated that D.A.R.E. was most effective at increasing knowledge about drug use and in improving social skills. There was a small improvement in attitudes toward police, attitudes about drug use, and self-

esteem. Unfortunately, however, the effect size for reported drug and alcohol use was not statistically significant. These results helped generate a storm of criticism and often contentious debate concerning the merits of D.A.R.E.. Some researchers and reporters who presented unfavorable findings about D.A.R.E. effectiveness were the recipients of harsh criticism and even harassment (Glass, 1998; Rosenbaum & Hanson, 1998).

In defense of D.A.R.E., one limitation of most outcomes studies was that they examined drug and alcohol use shortly after completion of D.A.R.E., when students are 11 or 12 years old and the baseline rates of drug use are so low that the effects of D.A.R.E. might not be evident. To overcome this limitation, Rosenbaum and Hanson (1998) reported results of a six year longitudinal study of 1,798 students from 36 schools. This methodologically rigorous study employed randomized control groups and corrected for many statistical and methodological problems of previous studies. There were expectations that this study would salvage D.A.R.E.'s reputation and demonstrate conclusively that it was effective. Unfortunately, this study again found that D.A.R.E. did not reduce drug use, and in suburban schools, D.A.R.E. was associated with a 3-5% increase in drug use.

D.A.R.E. is an appealing, popular program which has fostered cooperation between education and law enforcement. It has many benefits for students, including increased knowledge about drugs and improved attitudes toward law enforcement. Nevertheless, the research evidence about D.A.R.E. effectiveness in reducing drug use has been weak and cannot be discounted (Gottfredson, 1997). To its credit, D.A.R.E. has made changes to its curriculum and focused more efforts on older students who are most likely to use drugs. Recently, D.A.R.E. advocates and critics have met to discuss constructive methods of improving D.A.R.E. and resolving some of the controversial question about D.A.R.E. effectiveness (William Modzeleski, personal communication, February 26, 1999).

Educators are well-advised not to fashion their own alternatives to D.A.R.E., since many non-D.A.R.E. drug education programs are either ineffective or worse, have the unintended effect of increasing drug use (Rosenbaum & Hanson, 1998).

There is, however, evidence that some drug education programs are effective. Interactive programs that emphasize interpersonal skills to counter peer pressure and use a participatory teaching approach are more effective than programs which rely on moral exhortation, fear arousal, or self-esteem building (Gottfredson, 1997; Ringwalt, Greene, Ennett, Iachan, Clayton, & Leukefeld, 1994).

Life Skills Training (Botvin & Eng, 1982; Botvin, Baker, Botvin et al., 1984; Botvin, Baker, Renick et al., 1984; Botvin, Batson et al., 1989) delivers a broad approach to social competency and skills development through 16 sessions for 7th grade students, with eight booster sessions in grades 8 and 9. Information on Life Skills Training can be obtained from the Institute of Preventative Research at Cornell Medical College (212-746-1270).

ALERT (Ellickson & Bell, 1990, Ellickson, Bell, & McGuigan, 1993) is another successful program with an emphasis on social resistance skills, and has been rigorously evaluated in 30 schools. Information on ALERT can obtained from Project Alert, 725 South Figueroa Street, Suite 1615, Los Angeles, California 90017-5410 (1-800-253-7810, email alertplus@aol.com, web address www.projectalert.best.org).

In Virginia

Over 500 law enforcement officers have completed the 80 hour D.A.R.E. officer training program. The Core D.A.R.E. program was taught to over 81,000 5th or 6th grade students during the 1997-98 school year. Although not as widely implemented, Virginia D.A.R.E. also includes a K-4 visitation program, a middle/junior high program, a senior high program, and a parent program. Additional information is presented in Chapter 3.

▼ An Integrative Model

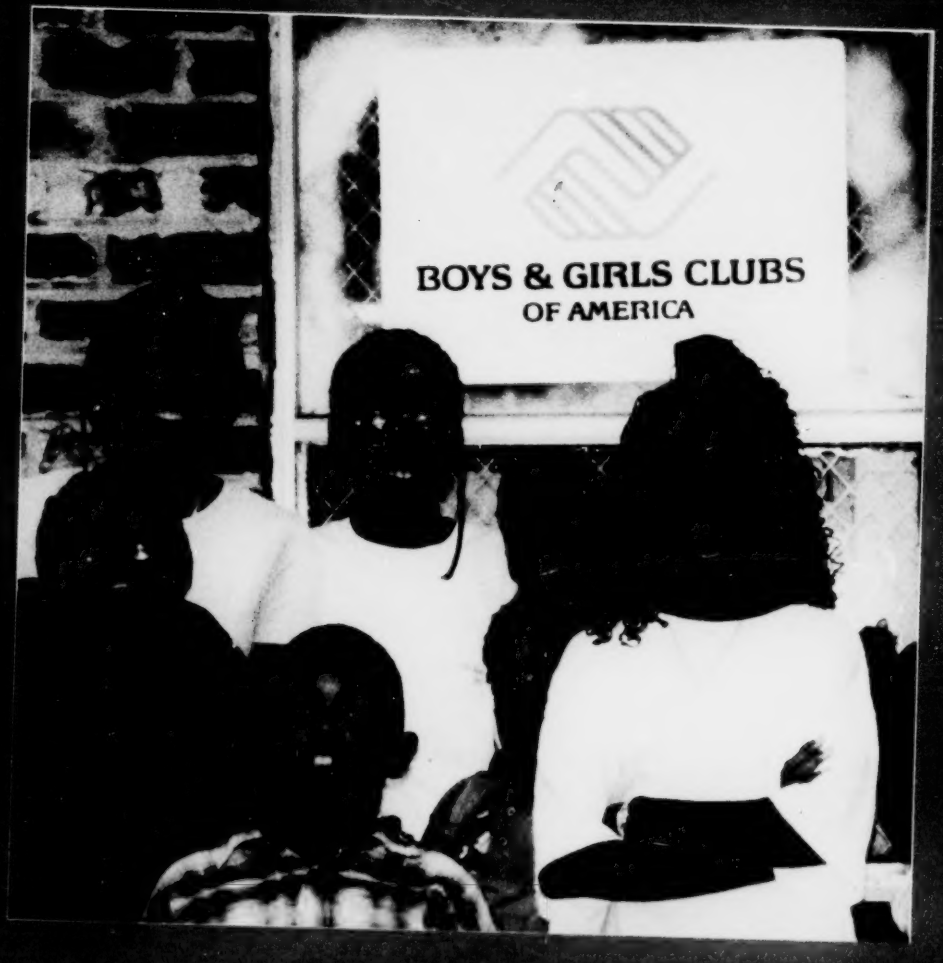
Communities That Care

Communities That Care (Hawkins, Catalano, & Associates, 1992) is a systematic, theoretically grounded approach to helping communities create conditions and relationships which protect youth against drug and alcohol abuse. The Communities That Care model describes how communities can plan, undertake, monitor, and evaluate a series of programs and strategies to reduce risk factors and strengthen protective factors in individual children, their families, schools, and neighborhoods. In addition to a core emphasis on substance abuse, this ambitious model is designed to improve family functioning, increase school achievement, and generally reduce antisocial and delinquent behavior. The evolving Communities That Care model is both comprehensive and flexible, and can be adapted to individual community needs and goals.

There is considerable outcome research in support of various components of the approach, e.g., parent education, teacher training, substance abuse prevention, social skills counseling, and others (Hawkins, Catalano, Morrison, O'Donnell, Abbott, Day, 1992; Hawkins, Jenson, Catalano, & Wells, 1991; O'Donnell, Hawkins, Catalano, Abbott, et al., 1995). Communities That Care has an extensive series of planning and training materials, as well as prepared curricula and audio and video materials which can be obtained from Developmental Research and Programs, Inc. 130 Nickerson, Suite 107, Seattle, Washington 98109 (800-736-2630).

Chapter 3

Virginia Youth Violence Prevention Initiatives


BOYS & GIRLS CLUBS
OF AMERICA

Youth violence prevention initiatives in Virginia are diverse and rely on a variety of funding sources. This section will focus first on several major sources of public funding and the types of programs and activities those funds are currently supporting. Next, selected noteworthy initiatives are examined. Finally, several programs and services which support positive youth development are described. This chapter presents programs and services which are representative of Virginia youth violence prevention efforts rather than a comprehensive listing.

Overview of Major Prevention Funding Sources

Program	1998-99 Funding	State Agency Responsible for Administering
Safe and Drug-Free Schools and Communities Act (SDFSCA) - federal	$ 1,939,234	Governor's Office for Safe and Drug-Free Schools and Communities (Governor's Discretionary Funding)
Safe and Drug-Free Schools and Communities Act (SDFSCS) – federal	$ 7,756,936	Virginia Department of Education
Edward Byrne Memorial Grant Program – federal	$ 2,800,000 allocated for prevention (Total VA allocation $12,037,000)	Virginia Department of Criminal Justice Services
Title V Incentive Grants for Local Delinquency Prevention Programs -federal	$ 432,000	Virginia Department of Criminal Justice Services
Delinquency Prevention and Youth Development Act – state	$ 1,812,809	Virginia Department of Juvenile Justice
Virginia Juvenile Community Crime Control Act (VJCCCA) – state	$ 29,384,027*	Virginia Department of Juvenile Justice
Substance Abuse Prevention and Treatment Block Grant (SAPT) - federal	$ 5,906,739 (for prevention)	Virginia Department of Mental Health, Mental Retardation and Substance Abuse Services

*Includes intervention and treatment services

▼ Safe and Drug-Free Schools and Communities Act

Purpose

The Safe and Drug-Free Schools and Communities Act (SDFSCA) of 1994 is Title IV of the Elementary and Secondary Act (ESEA) which was reauthorized under the Improving America's Schools Act (IASA) of 1994. The IASA's primary purpose is to improve the teaching and learning of all children, and particularly those in high-poverty schools, to enable them to meet challenging academic content and performance standards. Enacted for the purpose of supporting programs to achieve safe, disciplined, and drug-free schools, SDFSCA replaces the previously authorized Drug-Free Schools and Communities Act (DFSCA) of 1986. SDFSCA supports school- and community-based drug education and prevention programming and activities designed to prevent youth violence. Effective July 1, 1998, SDFSCA programs must operate in accordance with U. S. Department of Education Principles of Effectiveness which require programs to 1) be based on a thorough, objective needs assessment, 2) establish measurable goals and objectives, 3) use research-based programs and activities, and 4) periodically evaluate programs and use results to improve programming.[3]

[3] Federal Register, Vol. 63, No. 103, p. 29902, June 1, 1998

Funding

Funds authorized under SDFSCA are allocated among the states with 80% going to state education authorities (SEAs, or Departments of Education) and 20% going to Governors' Offices. For FY 98, Virginia received a total $9,696,170 of which $1,939,234 was the Governor's allotment. Applications for Governor's SDFSCA grants may be submitted by community and private nonprofit organizations, public entities (including cities and counties, local and state agencies, and school divisions), and institutions of higher learning. FY98 funds flowing to the Virginia Department of Education totaled $7,756,936 of which 91% (or $7,058,812) was allocated to local school divisions in accordance with formulas set forth in the statute. Of the amount earmarked for local school divisions, 70% (or $4,834,512) was awarded based on local enrollment and 30% (or $2,117,644) was awarded to fourteen school divisions determined to have "greatest need" based on an index of selected risk factors prescribed in statute. School divisions qualifying for "greatest need" allocations are reviewed and subject to change from year to year. Contact for the Governor's SDFSCA Program is Mary-Shea Sutherland, Director, Governor's Office for Safe and Drug-Free Schools and Communities, (804) 786-9072. The contact for programs administered by the Department of Education is Arlene Cundiff, Coordinator, Safe and Drug-Free Schools, (804) 225-2871. For 1999-2000, state and local SDFSCA programs will experience a

24% reduction due to a reallocation of funds to support demonstration projects at the federal level.

Governor's Programs

SDFSCA priorities are guided by the Governor's Plan for a Safe and Drug-Free Virginia which sets forth four emphasis areas: 1) community empowerment, 2) school safety, 3) youth development, and 4) effectiveness and accountability. The Plan was developed under Governor Allen and continues in effect; Governor Gilmore will update the plan after the Governor's New Partnership Commission has completed its work and developed its recommendations.

The Governor's Office has awarded SDFSCA grants to a wide variety of community organizations and agencies for a broad range of initiatives. Approximately 20 general competitive grants were awarded for 1998-98 and, under a separate grant opportunity, another 31 grants were awarded for expansion of School Resource Officer Programs.

A Statewide Violence Prevention Project was implemented by the Governor's Office from 1995 to 1997. Coordinated by Virginia Commonwealth University's Center for School-Community Collaboration, the project involved eight regional seminars attended by over 800 community leaders and the training of 102 community violence prevention teams who conducted needs assessments and developed strategies to address violence prevention in their home communities. For 1997-98, over 40% of the nearly 60 Governor's SDFSCA grantees reported providing violence prevention services; 40% reported use of conflict resolution, about 15% reported work on gang prevention, about 20% used prejudice reduction strategies, and about 5% focused specifically on activities to protect children traveling to and from school.

Of interest to those employing conflict resolution and conflict mediation programs is a 1998-99 demonstration project being supported by the Governor's Office. Fairfax County Public Schools (FCPS) and the Center for Creative Conflict Resolution at George Mason University are collaborating in a comprehensive evaluation of FCPS conflict resolution and conflict mediation programs. A product of the project will be a comprehensive, user-friendly evaluation kit to be made available to other school divisions for use in evaluating such programs.

Two initiatives which have received substantial SDFSCA support from the Governor's Office are:

1. CLASS ACTION: Teens and the Law and
2. the School Resource Officer Program.

CLASS ACTION: Virginia Teens and the Law

A major ongoing effort of the Governor's Office for Safe and Drug-Free Schools and Communities has been CLASS ACTION: Virginia Teens and the Law, a law-related education program taught exclusively by law enforcement officers to middle and high school students. Piloted in Newport News in 1995-96 and implemented statewide in 1996-97, the program uses a two- or three-class period curriculum which examines the criminal justice system with particular emphasis on how Virginia laws apply to teens. Over 450 officers having been trained as CLASS ACTION instructors. A Parent Program component was added in 1998. In 1997-98 the program was conducted with well over 25,000 students in 81 of Virginia's 134 school divisions.

Student pre-/post-tests have shown significant knowledge gain in the short-term. An examination of longer-term impacts of students is being undertaken by the Governor's Office. The program has grown rapidly and has received strongly positive ratings by students and by educators who view it as promoting good citizenship and personal responsibility in students. Sheriffs and Police Chiefs view the program as an exceptionally effective vehicle for closer educator-law enforcement collaboration. Additional information on the CLASS ACTION Program is available from Mary Pace, Director, at (757) 721-9189.

School Resource Officer Programs

A more recent but significant area of emphasis for the Governor's Office for Safe and Drug-Free Schools and Communities is expansion of the Virginia School Resource Officer (SRO) Program. Governor Gilmore announced support for expansion of School Resource Officer (SRO) programs in October 1998, pledging $500,000 in immediate funding and an additional $1.5 million for 1999-2000. Thirty-one (31) new SRO programs were funded through SDFSCA beginning in January 1999. The central mission of the SRO initiative is to reduce and prevent school crime and violence. The SRO program model which has been developed for Virginia employs a community-oriented policing approach and identifies four roles for the SRO – 1) law enforcement officer, 2) law-related educator, 3) community liaison, and 4) role model. It should be noted that SRO

programs in 27 localities are being funded for 1998-99 through the Department of Criminal Justice Services using Byrne Memorial Funds. No complete list of SRO Programs has yet been developed but it is estimated that programs operate in well over half of Virginia's localities. The impact of such programs has not been studied systematically; however, significant reductions in incidents of fighting and other violence have been reported anecdotally. A comprehensive, statewide evaluation of Byrne- and SDFSCA-funded SRO programs is being undertaken by the Virginia Department of Criminal Justice Services. The evaluation will examine outcomes in terms of changes in school climate (as measured by surveys of school staff and student perceptions of safety) and incidence of disruptive and violent behavior (using a year to year comparison of school crime and violence data). Information about School Resource Officer programs is available from Donna Bowman, Crime Prevention Center, Virginia Department of Criminal Justice Services, (804) 371-6506.

Department of Education Programs

The SDFSCA Program is administered by the Office of Compensatory Programs in the Department of Education (VDOE). Ninety-one percent (91%) of the funding received is allocated to local school divisions; the remaining 9% is used for program administration and state-level support of local programs provided largely in the form of training, technical assistance, and material resources such as publications.

The Virginia Effective Practices Project
A major SDFSCA initiative at the state level is the Virginia Effective Practices Project (VEPP), a collaborative initiative of the VDOE and James Madison University established in January 1998. The project is designed specifically to increase the capacity of local SDFSCA Coordinators to operate programs in compliance with SDFSCA Principles of Effectiveness. Project efforts focus on 1) providing training and technical assistance to local school divisions in the implementation of SDFSCA Principles of Effectiveness and 2) disseminating information on effective practices through "showcasing" events and a project website and newsletter. The project has produced a guide for use by Local SDFSCA Advisory Councils, a Program Planning and Evaluation Handbook, and a Program Planning and Evaluation Curriculum. Additional information is available via the project website (www.jmu.edu/cisat/vepp) or from the project office at James Madison University, (540) 568-2736.

Training

Multiple training opportunities have been supported by the Department of Education's Safe and Drug-Free Schools and Communities Program. Recent and ongoing training includes the following:

- Training in conflict resolution has been offered for several years and has included:
  - Conflict Resolution Skills for the Elementary Classroom Teacher, K-5 – a one-day workshop; offered since 1996, over 900 teachers have participated.
  - Respect, Responsibility, and Resolution: Conflict Resolution in the Middle School – training especially designed for the Department of Education; 150 teachers participated in the first training offered in spring 1998; training is being offered again in 1998-99.
- Crisis Management Training and a Resource Guide have been offered since 1996. A total of 12 workshops have been offered (3 in fall 1998) with over 1600 attendees. A follow-up survey of administrator participants yielded high ratings of the seminars' usefulness in subsequent school crisis planning and preparation.
- The Youth Alcohol and Drug Abuse Prevention Project (YADAPP) Summer Leadership Conference has been held for fourteen years; the 1998 Conference was jointly sponsored by the VDOE and the Department of Alcoholic Beverage Control (ABC). The project's planning committee includes representatives from multiple state and local agencies and organizations as well as youth who assume strong leadership roles at the Conference. Four-member student teams from nearly 100 high schools participate in a broad range of youth leadership development activities including developing plans to address substance abuse and violence-related problems in their respective schools. Several regional, one-day YADAPP workshops are conducted each year with financial support of VDOE. In a 1998 follow-up survey, 58% of the youth leaders reported that their plans from the previous year had been either fully or mostly implemented. A more comprehensive survey of longer-term effects of the project is being planned.
- Student Assistance Program Summer Institutes have been supported in 1997 and 1998. Offered jointly with the Association of Virginia Student Assistance Professionals (AVSAP), the Institutes offer basic and advanced training to those working in student assistance programs (SAPs). SAPs are designed to identify and intervene with students who have serious, often alcohol or other drug-related, problems and to link them to appropriate intervention services. SAPs typically offer student support groups, all of which focus on social skills development and some of which deal specifically with anger management.
- A series of five one-day regional seminars on Recognizing and Dealing with the Aggressive Student are planned, beginning in spring 1999.

- Also supported by VDOE is Operation Prom/Graduation, a national award-winning initiative which provides training, technical assistance, and a guide (in its 6th edition) on how to conduct all-night after prom/graduation alcohol- and other drug-free celebrations.

Publications

Local school and community efforts are also supported by making available a variety of print resources. Publications currently available include the following:

- Resource Guide for Crisis Management in Schools — developed in 1996 and in its third printing, over 6000 copies have been disseminated; used in conjunction with Crisis Management Training.
- Handbook for Mentors and a guide, Developing a School-Based Mentor Program for At Risk Youth — originally developed with a Governor's SDFSCA grant, were recently updated.
- Juvenile Law Handbook for School Administrators — developed in collaboration with the Department of Criminal Justice Services, this Handbook was released in January 1998. It is used extensively by school administrators and by law enforcement officers throughout the state.
- Directory of Resources for Schools and Communities in Virginia — developed in 1997 as a collaborative initiative of the Governor's Office and Department of Education in collaboration with the Departments of Motor Vehicles, Alcoholic Beverage Control, Mental Health, Office of Attorney General, and the VA Association of Chiefs of Police; currently being updated and will be available in early 1999.
- Manual for the Student Organization for Developing Attitudes (SODA) — third edition, reprinted in 1997; supports a cross-age peer education program in local school divisions.
- Although not funded through SDFSCA, the Department of Education has also developed the publication School Safety Audit: Protocol, Procedures and Checklists (1997) which provides guidelines for conducting school safety audits required by Virginia law.

Local School-Based SDFSCA Programs

Over 80% of Virginia's local school divisions reported offering "violence prevention" as part of their SDFSCA programming in 1997-98. These efforts range from having violence prevention content in existing classroom curricula to intensive intervention services targeting seriously aggressive students (specifically reported by 7 school divisions). The most frequently used approaches involve violence prevention instruction which was reported by about 75% of the school divisions, conflict resolution reported by about 70%, and peer mediation reported by over 60%. SDFSCA allocations to local school divisions for 1998-99 are reported in Appendix A.

▼ Edward Byrne Memorial Grant Program

Purpose

Originally enacted as the Anti-Drug Abuse Act of 1986 and later renamed the Edward Byrne Memorial Grant Program, this federal legislation was created to assist state and local crime prevention, violent crime control and criminal justice system improvements, as well as anti-drug efforts. The Program is administered at the federal level by the U. S. Department of Justice, Bureau of Justice Assistance. Federal guidelines specify twenty-six authorized purposes of which the following two are most relevant to youth violence prevention:

1. Community and neighborhood programs to assist citizens in preventing and controlling crime, including special programs that address crimes committed against the elderly and special programs in rural jurisdictions.

2. Law enforcement and prevention programs for gangs and youth who are involved or at risk of involvement in gangs.

In Virginia, the Department of Criminal Justice Services (DCJS) administers these funds. The DCJS Board has established goals and objectives in five broad categories which shape funding priorities. These five categories, set forth in the Board's guide Community Oriented Justice Strategies for Virginia, are 1) community enhancement and cooperative efforts; 2) program support; 3) planning, evaluation, and research; 4) technology; and 5) training and education.

Funding

Byrne funding available to Virginia for 1998-99 totals $12,037,000 of which approximately $2.8 million is allocated to prevention grants. Byrne grant recipients are eligible for up to four years of funding. Additional information on Byrne grants may be obtained from Frank Johnstone, Crime Prevention Center, Department of Criminal Justice Services, (804) 786-8467.

Byrne Grant Initiatives

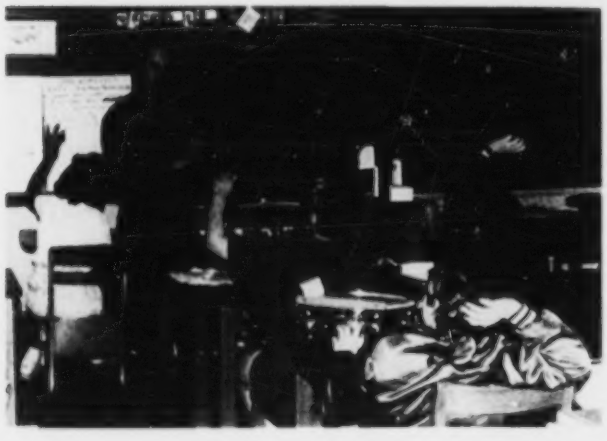
A total of 69 Byrne prevention-oriented grants were awarded for 1998-99. Most support has gone to localities for the development or enhancement of School Resource Officer Programs in 27 localities. An additional 31 SRO Programs were established in January 1999 as part of the Governor's Safe and Drug-Free Schools and Communities Act grant program. Other Byrne grants support crime prevention and

community policing programs, CPTED (Crime Prevention Through Environmental Design) initiatives, mentoring, and a police-operated recreation program. Those which address most directly issues of youth violence include grants to produce a video for use with an anti-firearms curriculum and to support a Crime Solvers Program in nine high schools (Chesterfield County), to support a project in which at-risk youth serve as mediators and prevention specialists in high crime areas (Virginia Beach), to conduct a variety of activities including youth employment services counseling in two at-risk neighborhoods (City of Richmond), to support a mentoring program targeting at-risk youth and a School Safety Planner to conduct school safety assessments (Petersburg), and a School Safety Resource Center housed at the Virginia Department of Education. All 1998-99 Byrne grants are reported in Appendix A.

▼ Title V – Incentive Grants for Local Delinquency Prevention Programs

Purpose

Title V is intended to support local delinquency prevention strategies including recreation services; tutoring and remedial education; assistance with the development of work awareness skills; child and adolescent health and mental health services; alcohol and substance abuse prevention services; leadership development activities; and teaching that people should be held accountable for their actions. In order to be awarded funds, localities must be in compliance with the mandates of the Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974 (Pub. L. 93-415, 42 U.S.C. 5601 et seq.) and subsequent amendments, must have convened a Prevention Policy Board, and must have developed a comprehensive three year delinquency prevention



plan. Funding priorities are determined every year by the JJDP Advisory Committee after a review of relevant juvenile justice data; the DCJS Board gives ultimate approval of grants.

Funding

For 1998-99, Title V funds available to Virginia totaled $432,000. Funds can be disbursed only to local units of government. Contact for Title V Programs is Laurel Marks, Department of Criminal Justice Services, (804) 789-3462.

Title V – Local Delinquency Prevention Initiatives

Title V grants were awarded to eight localities for 1998-99. All focused on high risk youth and reflect a strong orientation toward building resiliency and/or reduce factors which place youth at higher risk to engage in delinquent behavior. A list of 1998-99 Title V Projects is provided in Appendix A.

▼ Delinquency Prevention and Youth Development Act

Purpose

Authorized by §66-26, *Code of Virginia*, the Act requires "delinquency prevention and youth development programs in order that better services and coordination of services are provided to children." The Program is administered at the state level by the Virginia Department of Juvenile Justice; forty-seven (47) local Offices on Youth are supported by a specific appropriation from the General Assembly. Once funded, each Office must develop an annual plan which addresses locally-identified needs; approved plans must include intervention efforts with juveniles and their families who are eligible to receive services from the Juvenile and Domestic Relations Court Service Unit. Offices conduct needs assessments which target risks and protective factors. Each Office on Youth is governed by a Youth Citizen Board established by local ordinance or resolution. The Department of Juvenile Justice contact is Susan Gholston, (804) 371-0716.

Funding

Delinquency Prevention and Youth Development Act funding for 1998-99 totaled $1,812,809. Allocations to local Offices on Youth require a 25% match.

Local Offices on Youth Initiatives

A list of local Offices on Youth and amounts of FY 99 funding is provided in Appendix A. The Offices are involved in a wide variety of primary and secondary prevention activities including after-school tutorial and recreational activities, parenting programs, and social skills training for high risk youth.

▼ Virginia Juvenile Community Crime Control Act

Purpose

The Virginia Juvenile Community Crime Control Act (VJCCCA) was enacted by the General Assembly in 1995. Purposes of the Act, sent forth in §16.1-309.2, *Code of Virginia*, are as follows:

1. Promote an adequate level of services to be available to every juvenile and domestic relations district court.
2. Ensure local autonomy and flexibility in addressing juvenile crime.
3. Encourage a public and private partnership in the design and delivery of services for juveniles who come before intake on a complaint, or the court on a petition, alleging a child is in need of services, in need of supervision or delinquent.
4. Emphasize parental responsibility and provide community-based services for juveniles and their families which hold them accountable for their behavior.
5. Establish a locally driven statewide planning process for the allocation of state resources.
6. Promote the development of an adequate service capacity for juveniles before intake on a complaint, or the court on petitions, alleging status or delinquent offenses.

The Act supports local efforts to establish a system of community-based services including community diversion services and predispositional and postdispositional community-based services. These funds allow Juvenile Courts to purchase a wide range of services for youth. Funds are administered through the Virginia Department of Juvenile Justice. Contact for the program is Susan Gholston, VJCCCA Coordinator.

Funding

Funding for FY99 totaled $29,384,027. Services supported through VJCCCA are provided in every locality in Virginia.

Local VJCCCA Initiatives

Services which can be supported by VJCCCA funds are organized into twenty-six categories. Many of the services are more properly categorized as intervention and/or treatment rather than prevention, however, service categories which can be most readily associated with youth violence and the number of localities in which the services are provided are listed in the following table:

VJCCCA Programs	Number of Communities Where Such Programs Are Provided
Anger Management Programs	22
Sex Offender Assessment and Treatment	39
Crisis Intervention and Shelter care	50
Outreach Detention/Electronic Monitoring	93
After School or Extended Day Programs	19
Home Based, In-Home, or Family Preservation Services	76
Individual, Group, Family Counseling	88
Mental Health Assessments	48
Life Skills	24
Substance Abuse Assessment and Treatment	70

▼ Substance Abuse Prevention and Treatment Block Grant

Purpose

The Substance Abuse Prevention and Treatment Block Grant Program (SAPT) is administered at the federal level by the Substance Abuse and Mental Health Services Administration (SAMHSA). Federal law requires states to "develop and implement a comprehensive prevention program which includes a broad array of prevention strategies directed at *individuals not identified to be in need of treatment.* A portion of SAPT funds allocated to states is set aside for prevention initiatives; this portion is administered at the federal level by SAMHSA's Center for Substance Abuse Prevention (CSAP). In Virginia, these funds are administered by the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services (VaDMHMRSAS).

Organization of Service Delivery: Community Services Boards

Community Services Boards (CSBs) are the local government agencies responsible for mental health, mental retardation and substance abuse services for citizens in Virginia communities; forty CSBs provide services in every city and county in Virginia. CSBs are required to develop comprehensive prevention plans that are collaborative, non-duplicative, and that address identified needs. Services are provided through a broad and diverse network of CSBs in their directly-operated and contractual programs offering combinations of six core services listed below:

- emergency services (mandated)
- local inpatient services
- outpatient and case management services
- day support services
- residential services
- prevention and early intervention services (mandated)

Funding

SAPT funding available to Virginia for 1998-99 totaled $5,906,739 of which $5,502,700 was awarded in grants. VaDMHMRSAS maintains a resource allocation formula which incorporates basic demographic information which is used to distribute SAPT funds among the 40 CSB's. VaDMHMRSAS contact for the SAPT grant program is Cecelia Kirkman, (804) 371-2185.

SAPT Initiatives

CSB Prevention Programs

SAPT Prevention funds were allocated to each of Virginia's forty CSBs. VaMHMRSAS adopted the Community-Based Prevention Process in fall 1994 as its approach to prevention planning, service monitoring, and evaluation. The Community-Based Prevention Planning Process includes four components: 1) use of risk factor data to assess State and local needs; 2) a planning process that is inclusive of all of the service agencies and schools, government, law enforcement, business and social organizations, faith community, parents and youth; 3) the development of services that address identified and prioritized risk indicators of problem adolescent behaviors of substance abuse, delinquency, teen pregnancy, school dropouts and violence; and 4) collection of State and local data to provide evaluation and accountability. A list of CSBs and the 1998-99 SAPT prevention funding is presented in Appendix A.

The effectiveness of prevention efforts has begun to be examined by the Performance and Outcome Measurement System (POMS) project, mandated by the Virginia General Assembly to develop standardized methods of collecting system-level performance and consumer-level outcome data in prevention, mental health, substance abuse, and mental retardation services. Two localities have been identified as pilot sites for substance abuse treatment sites and two sites have been selected to pilot the prevention POMS in spring 1998. Plans are to expand prevention POMS state-wide.

Project LINK

Project LINK is an interagency community-based model to coordinate and enhance existing services to meet the multiple needs of pregnant and postpartum women and their children whose lives are affected by substance abuse. The program operates in five CSBs; a sixth will be added in early 1999. Each site receives $100,000 in SAPT funding per year, 80% from Treatment and 20% from Prevention. The five CSB Project LINK sites are 1) Blue Ridge, 2) Hampton-Newport News, 3) Rappahannock-Rapidan, 4) Region 10, and 5) Virginia Beach.

Prevention Initiative

In 1998, a one-time competitive grant of up to $25,000 per award was awarded to approximately 15 CSBs for the purpose of implementing components of their community prevention plans or to enhance community planning efforts.

▼ Other Grant-Funded Initiatives in Virginia

Awards to Community Coalitions

Several Virginia community coalitions have received sizeable awards to address youth issues in their localities.

Youth Matters
(Greater Richmond Area)

Youth Matters is a long-term regional initiative intended to create a safer and healthier community for youth which is slated to receive $4.8 million from the Robert Wood Johnson Foundation over the next four years. Through a two-year planning process three priorities were established to help youth in the Greater Richmond area achieve their full potential:

1. Educational achievement – helping children learn to read so they can read to learn.
2. Stronger families – preventing teen pregnancies, discouraging nonmarital births, helping single-parent families cope.
3. Stronger neighborhoods – building the skills to organize, identify neighborhood strengths, and solve problems.

Youth Matters emphasizes youth leadership and has multiple projects such as the following:

- The ARCH (America Reads – Richmond, Chesterfield, and Henrico) Early Childhood Reading Initiative has been lauched in 16 schools and provides one-to-one tutoring two to three times a week for children who need help with reading. A home visitation program to promote family literacy and an after-school program focusing on social skills development are planned.
- Communications campaign involving a series of public service announcements designed to challenge the way youth are perceived.
- Community "assets mapping" being conducted by area youth to identify available community resources.
- Youth leadership training.

Safe and Drug-Free Communities Support Program

Two Virginia coalitions were awarded grants in FY98 directly from the Office of National Drug Control Policy (ONDCP) under the Safe and Drug-Free Communities Support Program. This program is intended to increase citizen participation in efforts to reduce drug abuse among youth. Authority for administering these grants is delegated by ONDCP to the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. CADRE of Staunton, Inc. (serving the Cities of Staunton and Waynesboro) received an award of $ 91,476 and Community and Law Enforcement Narcotics (CLEAN), Inc. (serving the City of Winchester, and Counties of Fredrick and Clarke) received an award of $ 100,000.

Barrios Unidos
(Northern Virginia Regional Chapter)

The Northern Virginia Regional Chapter of Barrios Unidos recently received a $73,000 grant from the Virginia Department of Juvenile Justice and a $83,000 grant from the Arlington Health Foundation to expand their youth violence prevention efforts. Established three years ago, the organization offers to area youth a variety of recreational, occupational, and counseling services. The organization has facilitated dialogues among former gang members, current gang members, and the police, between youth and schools, and between supportive adults and at-risk youth.

Richmond Redevelopment and Housing Authority

In October 1998 the Richmond Redevelopment and Housing Authority (RRHA) was awarded $2.3 million in Drug Elimination Grants from the U. S. Department of Housing and Urban Development (HUD). Services provided by the grant will be provided by RRHA, in collaborative partnership with the Richmond Public Schools Department of Safety and Security, Richmond Department of Juvenile Justice/Truancy/Diversion/Curfew Center, Garfield F. Childs Memorial Fund, and the Boys and Girls Clubs of Richmond. Services provided to youth in public housing communities include the following:

- education and homework assistance, cultural enrichment, social and recreation, leadership, and mentoring in after-school and summer programs;
- expansion of existing community resources such as substance abuse counseling and community outreach;
- early intervention and increased parental involvement to address behavioral problems of youth in schools; and
- a continuum of services to residents including engaging residents as equal partners in eliminating drugs and crime in their communities.

▼ Other Noteworthy Initiatives in Virginia

Youth Gang Prevention Project

In response to recommendations of the State Crime Commission and Commission on Youth (1997), the General Assembly established a Youth Gang Prevention Project jointly conducted by the University of Virginia (Virginia Youth Violence Project) and Virginia Commonwealth University (Center for School-Community Collaboration). The Project was funded in the 1998-2000 State Budget at a level of $100,000 per institution per year. The purpose of the Project was to:

- train community teams in violence prevention
- conduct needs assessments
- assist in program development
- fund local community grants

The Project has sponsored a series of training seminars, conducted needs assessments in several localities, and provided consultation on program development to numerous state and local agencies. Community grants totaling $90,000 have been awarded to localities in Alexandria City, Arlington County, Fairfax County, Loudoun County, Mecklenberg County, Newport News, Norfolk City, Richmond City, and Spotsylvania. Additional awards to ten more localities totaling approximately $60,000 are pending. Additional information about the Youth Gang Prevention Project can be obtained from Gaynelle Whitlock, Director, Center for School-Community Collaboration, Virginia Commonwealth University, (804) 828-1482, or from Dewey Cornell, Director, Virginia Youth Violence Project, University of Virginia, (804) 924-0793.

Governor's New Partnership Commission

The Governor's New Partnership Commission was established by Executive Order No. 15 in June 1998 for the purpose of advising the Governor "as to how to make Virginia's communities safer places to live, work, and raise families." Specifically, the Commission has the following duties:

- to advise the Governor on the role of drugs and gangs in communities and how to rid communities of them;
- to advise the Governor of new laws and initiatives to promote community safety, including programs designed to address school violence;
- to advise the Governor how technology can be used to promote community safety; and
- to explore the role of the corporate community in public safety issues.

The Commission has held several regional hearings and is scheduled to complete its work by June 1999. Emphasis has been placed on hearing from communities "what is working" – in contrast to seeking to

impose solutions from the State Capital. In fall 1998 the Commission endorsed an expansion of School Resource Officer Programs throughout the Commonwealth. Additional information about the Governor's New Partnership Commission can be obtained from Donna Wells, Assistant Secretary of Public Safety, (804) 786-5351.

Wingspan's Early Childhood Programs

Violence prevention initiatives frequently focus on adolescent and pre-adolescent youth; early childhood programs which focus specifically on prevention of early aggressive behavior are rare. One such program is Al's Pals: Kids Making Healthy Choices, an early childhood curriculum and teacher training package, along with the parent education series, Here, Now and Down the Road . . . Tips for Loving Parents, which are designed to strengthen the abilities of teachers and parents to help young children develop personal and social skills. The programs are available through Wingspan, LLC., a training and technical assistance organization. Developed and researched at Virginia Commonwealth University (VCU), the program was extensively evaluated over a five year period. Children who received Al's Pals made significant gains in positive social skills; children who did not receive the program did not make these gains and displayed more aggressive and anti-social behavior over time (Dubas, et al, 1998). Designed for children three to eight years of age and based on resiliency research, Al's Pals employs 46 interactive lessons to teach children how to get along with others, manage anger, problem-solve, use self-control, and make healthy choices. In addition to the curriculum, Al's Pals helps teachers to shape nurturing, caring environments where teachers interact with children in ways that encourage children to think for themselves and manage their own emotions and behavior in positive ways. Here, Now and Down the Road . . . Tips for Loving Parents applies the same concepts as Al's Pals and is designed for use with parent groups by trained facilitators. It is a strength-based program which fosters parent-child relationships and enhances parents' skills in guiding their children.

Both programs have been piloted, implemented, and researched in a variety of settings including Head Start, day care centers, elementary schools, mental health centers, and other community-based centers serving young children and their families. The program has been implemented in over forty Virginia localities including all City of Richmond Head Start classes. The program has also been implemented in schools in Lansing, Michigan and Independence, Missouri. Additional information about these programs can be obtained from Susan Geller at Wingspan, LLC, in Richmond, (804) 754-0100.

One More Chance

One example of the active involvement of the faith community in addressing youth violence is the One More Chance program in Newport News. Operated by the In-Agape Family Life and Educational Center, Inc., the program is designed to serve youth who have been expelled from school and are involved with the juvenile court. The program operates daily, Monday through Friday, and offers placement in business settings where youth receive mentoring and apprentice experience, computer training, self-esteem classes, social skills training, and tutoring. Additional information about One More Chance is available from Rev. Alfred Terrell, Macedonia Baptist Church, Newport News, (757) 245-3935.

Drug Abuse Resistance Education

Because youth violence prevention is so closely associated with efforts to prevent substance abuse and other destructive behaviors, a number of initiatives not identified primarily as "violence prevention" are relevant. One noteworthy program is Drug Abuse Resistance Education (D.A.R.E.). The primary emphasis of D.A.R.E. is to assist students in recognizing and resisting the pressures that influence them to experiment with drugs. In Virginia, D.A.R.E. is a cooperative program of the Virginia Department of State Police, the Virginia Department of Education, and local law enforcement agencies and school divisions. Virginia serves as a Regional Training Center funded by a grant from the Bureau of Justice Assistance.

The D.A.R.E. Core Program is taught in the exit grade of elementary school (5th or 6th grade). Lessons focus on four major areas:

- providing information about alcohol and drugs
- teaching students decision making skills
- showing them how to resist peer pressure
- giving them ideas for alternatives to drug use

In 1997-98, the Core Program was provided to 81,146 students in 129 of Virginia's 133 school divisions. A total of 521 law enforcement officers in Virginia have completed the 80 hour D.A.R.E. Officer Training. In addition to the Core Program, D.A.R.E. Officers conduct visitation lessons in K-4 classrooms. The emphasis of the K-4 lessons is to teach children to recognize, avoid, and report situations which may endanger their personal health and safety. The Middle/Junior High D.A.R.E. Program involves ten lessons which build on the foundation established

in the elementary program with added emphasis on character education and conflict resolution. During the 1997-98 school year, officers presented this program to 41,747 students. The Senior High D.A.R.E. Program involves officer-teacher teams conducting lessons on laws, anger management, and the effects of substance abuse and violence on communities. During the 1997-98 school year, officer-teacher teams presented this program to 8,254 students. First implemented in 1992-93, the D.A.R.E. Parent Program focuses on developing better skills to interact with children, learning about peer pressures, and identifying and reducing risks of potential substance abuse. The program further aims to increase family and community involvement in D.A.R.E.'s prevention efforts. During the 1997-98 school year, 570 parents and other interested adults completed the Parent Program. The D.A.R.E. Special Education Adaptation Program was created to meet the needs of children with disabilities; this curriculum continues to be developed. For additional information on D.A.R.E., contact the Virginia office at (804) 674-2238.

Life Skills Training

The Virginia Department of Health has offered multiple workshops throughout the state on the Life Skills Training Curriculum (Botvin, 1990), described in Chapter 2 of this report. The highly effective curriculum employs a broad approach to social competency and skills development in a 16-session program for 7th grade students, with eight booster sessions in grades 8 and 9. Information on the Life Skills Training in Virginia can be obtained from Stephanie Watson, Virginia Department of Health, (804) 692-0002.

▼ Youth Development Initiatives

There are many organizations, programs, and efforts throughout Virginia which have a positive effect on youth development and which serve to reduce the risk of violent behavior. Two organizations which have been shown to have positive outcomes in larger, national evaluation studies are Boys and Girls Clubs and Big Brothers/Big Sisters.

Boys and Girls Clubs

The Bureau of Justice Assistance (BJA) has allocated at the national level a total of $20 million per year for five years for Boys and Girls Clubs of America (BGCA). Local programs are awarded BJA funding through a competitive grant process administered by BGCA. The Boys and Girls Clubs of America sponsor a wide range of programs in six categories: 1) Health and Life Skills, 2) Education and Career, 3) Character and Leadership, 4) Specialized Programs, 5) the Arts, and 6) Sports and Fitness. Three initiatives are of particular interest because of their focus on violence prevention:

1. *SMART Moves* (Skills Mastery and Resistance Training) prevention/education program addresses the problems of drug and alcohol use and premature sexual activity. The program uses a team approach involving Club staff, peer leaders, parents, and community representatives; the program delivers a no-use message to young people ages 6-15 by involving them in discussion and role-playing, practicing resistance and refusal skills, developing assertiveness, strengthening decision-making skills, and analyzing media and peer influence. The ultimate goal is to promote abstinence from substance abuse and adolescent sexual involvement through the practice of responsible behavior.
2. Boys & Girls Clubs of America's *Street SMART* initiative, funded by the Allstate Foundation, consists of three components designed to help young people ages 11-13 effectively resist gangs and violence, resolve conflicts and be positive peer helpers in their communities. It also allows them the opportunity to hold annual events that celebrate anti-gang, anti-violence themes.
3. *KIDS IN CONTROL* is a 15-session safety awareness program designed to help Club members ages 8-10 develop the personal safety habits and practical skills needed to be safe at the Club, at home and in the neighborhood. The program offers interactive approaches to building Club members' crime prevention and personal safety skills through role-playing, games, and other participatory activities.

The Boys and Girls Clubs of Richmond (BGCR) currently serve 4,800 youth at thirteen Clubs. BGCR has contracted with the City of Richmond Department of Recreation and Parks to provide Boys and Girls Club services in public housing areas

of Richmond; clubs were established at two sites in September 1998 and will be established at four additional sites by 2000. The Club received a $60,000 Bureau of Justice Assistance grant to help establish programs at the first two sites. Additionally, a 2-year $50,000 grant has been awarded to implement the SMART Moves program and the KIDS IN CONTROL program.

Big Brothers/Big Sisters

Big Brothers and Big Sisters (BB/BS) are caring adults who are mentors to children, often from single parent homes. Research on the effectiveness of mentoring programs is reviewed in Chapter 2 of this report. In Virginia, there are fifteen BB/BS organizations; contacts for Virginia in Virginia are listed in Appendix D.

Scouting and YMCA/YWCSs

Other youth development opportunities broadly available in Virginia include Scouting and recreational programs offered through YMCAs and YWCAs. Lists of key contacts for Scouting organizations and for YMCAs and YWCAs in Virginia are included in Appendix D.

Regional Alternative Education Centers

An important initiative of the Virginia Department of Education has been the creation of 29 regional centers to provide alternative educational experiences for those students who have been expelled or suspended from schools. Funded largely through state appropriations, in 1998-99, 115 of Virginia's 134 school divisions will participate in these programs. Information on Regional Alternative Education Centers can be obtained from Diane L. Jay, Virginia Department of Education, (804) 225-2905.

Virginia Fatherhood Campaign

The purpose of the Virginia Fatherhood Campaign, which is coordinated by the Virginia Department of Health, is to involve fathers in the lives of their children and to improve fathering skills. Fathers who are committed to their families and involved with their sons and daughters provide much more favorable outcomes for their children. Over sixty innovative, community-based fatherhood programs have been developed across Virginia. These programs use outreach, crisis intervention, prison contacts, personal skills development, special training, and activities to help men become better fathers and to reduce the risk that their children will become involved in violence.

Ongoing Programs and Services

It is important to acknowledge the beneficial role of many professional services in schools and communities throughout Virginia. Among school-based services which contribute to violence prevention are school psychological services, school social work services, guidance counseling services, and school health services. For each type of service, there is a state association which may be contacted for additional information; contact information is included in Appendix D.

Chapter 4

Virginia Needs –

Two Perspectives

BEST COPY AVAILABLE

We collected information on perceived prevention needs from a variety of sources. In 1998 two independent efforts produced information on youth violence prevention needs in Virginia. First, the Center for School-Community Collaboration at Virginia Commonwealth University conducted a formal survey of 994 participants in a statewide series of nine youth gang prevention seminars. Second, Attorney General Mark Earley convened a Task Force on Youth Gangs and Violence which held a series of public meetings and hearings. This chapter presents a review of the survey results and a summary of the Task Force recommendations. Finally, we describe additional efforts to collect information by attending state conferences and interviewing state and local officials, community professionals, and informed parents and youth.

▼ Statewide Needs Assessment Survey

What youth violence prevention strategies do Virginia's human services professionals value most? This section summarizes the results of a needs assessment survey administered at nine youth gang prevention seminars held across the state.[1] Nearly 1,000 seminar participants from education (N = 437), law enforcement and juvenile justice (343), community service agencies (151), and other fields (63) identified which prevention strategies were available in their community and rated the ones they deemed most valuable.

The seminars were conducted by the Center for School-Community Collaboration at Virginia Commonwealth University as part of the Youth Gang Project funded by the General Assembly. The seminars were held between December 1997 and December 1998 in Northern Virginia, Richmond (2), Virginia Beach, Bristol, Lynchburg, Hampton Roads, and Fredericksburg (2).

Survey participants considered a standard list of ten violence prevention strategies:

1. After-school programs/recreational programs
2. Community policing/school resource officers
3. Educational/vocational programs
4. Employment assistance programs
5. Improved counseling/mental health services
6. Mentoring or big brother/big sister type programs
7. Parenting support/education/training
8. Peer mediation/conflict resolution
9. Stricter law enforcement/more severe legal consequences
10. Youth community service

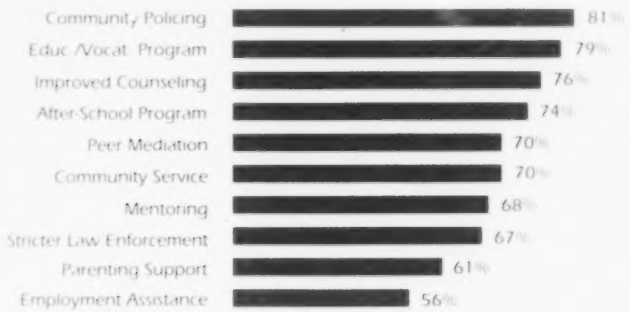
[1] We thank Gary Whitlock, Ph.D. of the VCU Center for School-Community Collaboration for the data used in these analyses.

Program Availability

When participants were asked what prevention strategies were available in their community, the most frequently reported strategies were community policing, educational/vocational programs, counseling, and after-school programs. As noted below, the most available programs were not necessarily considered the most valuable. Community policing and after-school programs were regarded as both available and highly valuable, whereas educational/vocational programs and counseling were highly available but somewhat less valuable.

Many professionals report that strategies are not available, or do not know if they are available, in their community.

Availability of Prevention Strategies



Data courtesy of VCU Center for School Community Collaboration N=994

There were some regional differences in the availability of prevention strategies. The Blue Ridge region reported less availability of Parent Education and Peer Mediation than the state as a whole. Southwestern Virginia reported less availability of Community Policing, Mentoring, and Peer Mediation. The Roanoke-area region reported less availability of Counseling and Youth Community Service programs.

Although regional comparisons suggest that some programs are not as widely available, some caution is needed in drawing conclusions about the geographic distribution of programs. All localities were not equally represented within each region. A more detailed analysis on a locality-by-locality basis is needed to estimate the geographical coverage of prevention programs. Nevertheless, these data provide useful information about participant perceptions of program availability. In many instances participants reported that they did not know whether a program or strategy was available in their community. For example, as indicated in the following table, approximately one-fourth of these human services professionals did not know if youth community services, parenting classes, or youth employment assistance were available in their communities.

BEST COPY AVAILABLE

Approximately one in five did not know if peer mediation or conflict resolution training was available. This indicates a need for more effective dissemination of information about available prevention resources.

Communities must strive to avert situations where available services are unknown to the professionals who should be among the best-informed in their communities. Because our analyses were conducted on a regional rather than a local level, it is not possible to infer that persons in the same locality disagreed as to whether a program was available. However, in a previous needs assessment conducted for six Northern Virginia school divisions (Virginia Youth Violence Project, 1997), there were many instances where professionals working in the same locality had discrepant views of the availability of services. Such findings indicate a strong need for interagency collaboration and information-sharing on a local level.

Prevention Strategy	Available	Not Available	Don't Know
• After-school programs	74%	15%	11%
• Community policing	81	11	8
• Educational/vocational programs	79	9	12
• Employment assistance programs	56	16	28
• Improved counseling services	76	7	17
• Mentoring	68	17	16
• Parenting support/education/training	61	16	24
• Peer mediation/conflict resolution	70	11	19
• Stricter law enforcement	67	12	22
• Youth community service	70	6	25

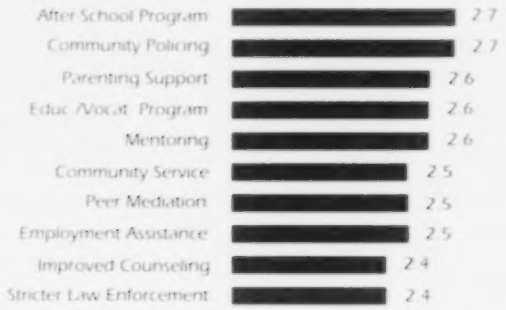
Program Value

The most highly valued prevention strategy was after-school programming. This strategy is important in light of the fact that most juvenile crime occurs during the hours immediately after school, when many youth are unsupervised (Snyder & Sickmund, 1997). Many community representatives and conference attendees described a need for more recreational facilities and supervised activities, particularly in high crime neighborhoods. Organizations such as Boys & Girls Clubs and YMCA are particularly appropriate because their facilities and staff are available on a daily basis.

There is also a trend toward greater use of facilities based either in local schools or in housing complexes, in order to alleviate transportation problems which prevent many young people from participating.

Value of Prevention Strategies

After-School Program and Community Policing were the most highly ranked prevention strategies



Overall ratings of 994 service participants. 1 = Little value, 2 = Some value, 3 = Great value. (Data courtesy of VCU Center for School-Community Collaboration)

The second most highly valued strategy, virtually tied with after-school programming, was community policing. The high rating given to community policing is particularly noteworthy in light of the relatively low rating given to stricter law enforcement or more severe legal consequences. Conference participants clearly value the role of law enforcement officers in their communities, but prefer to see them work preventively through community involvement and problem-oriented approaches which have been found to be effective in some studies (Sherman et al., 1997).

The next highly ranked prevention strategies included parenting support, educational or vocational programs, and mentoring. Although these highly rated types of programs are widely implemented around the Commonwealth, as noted previously many conference participants reported that either they were not available in their communities or that they did not know if they were available. For example, only 61% could affirm that parenting support was available, with nearly a quarter of participants indicating they did not know if such services were available. These kinds of findings support the need for improved publicity and shared information about program availability.

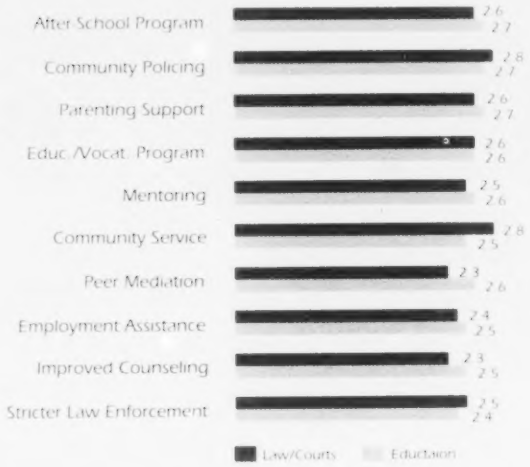
Professional Group Differences

Although the professional groups of law, education, and community services tended to give similar ratings, there were some differences in how highly they valued each strategy. Not surprisingly, law enforcement and juvenile justice professionals tended to give their highest ratings to community policing, whereas educators and community services professionals placed after-school programs at the top of their lists. Nevertheless, all three groups tended to rate both strategies highly.

Education and community services groups gave their lowest ratings to stricter law enforcement, indicating that they perceived it to be the least effective prevention strategy. Although law enforcement and juvenile justice professionals gave somewhat higher ratings to stricter law enforcement, they ranked this strategy only 5th, indicating that they share with the other professional groups a preference for less punitive strategies.

The accompanying chart compares law enforcement and education groups, the two groups with the most differences in ratings. A summary of statistically significant ($p < .05$) differences is presented in the accompanying table. For example, Education and Community Services groups gave higher ratings to after-school programs than did the Law Enforcement group.

Comparison of Law and Education Ratings



Compares ratings by professionals from law enforcement/juvenile justice and education. 1 = Little value; 2 = Some value; 3 = Great value. Data courtesy of VCU Center for School-Community Collaboration.

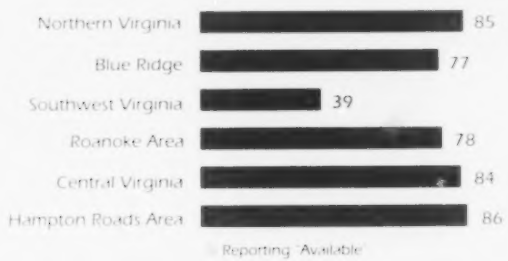
Prevention Strategy	Professional Group Differences
• After-school programs	Education & Community > Law
• Community policing	Education & Law > Community
• Educational/vocational programs	No significant differences
• Employment assistance programs	No significant differences
• Improved counseling services	Education > Law
• Mentoring	Education > Law
• Parenting support/education/training	No significant differences
• Peer mediation/conflict resolution	Education & Community > Law
• Stricter law enforcement	Education & Law > Community
• Youth community service	Education > Law

Regional Differences

There were surprisingly few regional differences in the perceived value of the ten violence prevention strategies. The only statistically significant differences were that the Blue Ridge region gave lower ratings to Parent Education and Peer Mediation than did the state as a whole. Overall, these findings indicate that professionals across the six regions had similar views of the value of each prevention strategy.

There were few regional differences in the availability of prevention strategies. The most noteworthy exception was that relatively few (< 40%) professionals from Southwestern Virginia reported availability of community policing or peer mediation/conflict resolution training. These results suggest a substantial resource need in light of the fact that these are two of the most widely used prevention strategies not only in Virginia but nationwide.

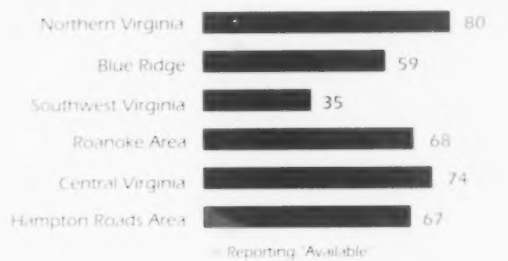
Regional Differences Availability in Community Policing



Southwest Virginia reported relatively low availability of community policing compared to other regions

Data Courtesy of VCU Center for School-Community Collaboration

Regional Differences Availability in Peer Mediation/Conflict Resolution



Relative to other regions Southwest Virginia reported less availability of peer mediation/conflict resolution services

Data Courtesy of VCU Center for School-Community Collaboration

▼ Attorney General Task Force

In 1998, Attorney General Mark Earley convened a Task Force on Youth Gangs and Violence in response to recurring episodes of gang violence, including a fatal shooting on the grounds of a Falls Church high school. The Task Force held public forums and meetings in Falls Church, Norfolk, Roanoke, and Richmond. In December, 1998 the Task Force approved 39 recommendations for responding to youth violence and gangs. Here is a summary of major points:

Law Enforcement

The Task Force recommended greater use of community policing strategies, an approach which emphasizes proactive problem-solving over reactive enforcement. Community policing involves prevention-oriented work in collaboration with the community as a whole. Law enforcement agencies were encouraged to establish gang tracking system networks and to work more closely with juvenile probation officers to enforce terms and conditions of juvenile probation.

Prosecutors were advised to pursue more extensive and persistent prosecution of youth gang members. Judges were encouraged to make greater use of parenting classes for parents of juvenile offenders. The Task Force suggested that the General Assembly consider changing the law to require community service and restitution for property damage and defacement by juvenile offenders. The General Assembly also was asked to revise limitations on confidentiality of juvenile offenders for certain crimes, and to document gang affiliations in juvenile transfer reports and social history reports.

Education

The Task Force endorsed the use of character education programs in public schools. Character education refers to the teaching of common values such as honesty, integrity, respect, and justice. In addition, the Task Force called for the expansion of Class Action to every school division. Class Action is a program for law enforcement officers to teach Virginia laws in public schools. The Task Force asserted that School Resource Officers should be placed in every school.

School divisions were advised to enact "zero tolerance" policies for serious rule violations and to consider alternatives to open campus policies which permit students to come and go during the school

day. The Task Force urged schools to revise their crisis management plans and to make greater use of the "superintendent's law" permitting release of information about student crime to school staff. The Task Force also recommended that the General Assembly permit greater sharing of information between law enforcement and schools, and to consider requiring that schools provide monthly reports of violent incidents to parents.

The Task Force also endorsed the concepts of school dress codes or uniforms, the creation of anonymous crime reporting programs, and greater use of specialized schools such as the Achievable Dream Academy. Schools were encouraged to make greater use of community resources and volunteers for mentoring, tutoring, and coaching after school hours.

Community Efforts

The Task Force urged collaborative efforts among law enforcement, faith communities, businesses, and other groups to expand mentoring, tutoring, and recreational programs.

In particular, the Attorney General recommended convening a series of "Faith Community Summits" in which religious leaders would review and disseminate information about their prevention, intervention, and character-building efforts. Faith community members were encouraged to provide parenting classes, to become mentors, sponsor after-school programs, and in other ways initiate youth gang prevention efforts.

The recommendations invited the Boys & Girls Clubs and other non-profit organizations to collaborate on a statewide prevention effort. The Task Force endorsed the idea of cultural and ethnic communities establishing culturally-based organizations to provide youth opportunities for recreational, educational, and familial activities.

The Task Force saw great potential for the business community to create training and employment opportunities for youth, and to support volunteer programs such as mentoring, tutoring, and coaching. The Task Force also endorsed the idea of colleges and university students becoming more involved in similar volunteer efforts.

▼ Interviews

In addition to survey information and results of public hearings and meetings, we gathered extensive qualitative information and informal observations from state and local officials, law enforcement officers, educators, social services and community workers, parents, and youth. We attended state and national conferences where we made presentations and solicited suggestions and input from conference attendees.

We visited state and local facilities for juvenile offenders, toured public schools, and met with many youth workers in various agencies. We consulted leaders and staff of various community organizations such as Boys & Girls Clubs and after-school programs. We participated in six of the Attorney General's Task Force hearings and meetings, and in eight of the Youth Gang Seminars.

We joined in a federal effort to develop school safety standards and recommendations in the wake of the series of school shootings during the 1997-98 school year, culminating in the publication of Early Warning, Timely Response: A Guide to Safe Schools, which was disseminated to every public school in the United States. We also consulted with the National Director of the U.S. Safe and Drug Free Schools and Communities program.

The observations and conclusions from these varied sources were invaluable in interpreting and gaining perspective on the surveys, statistical reports, research studies, and other sources of information described in this needs assessment, leading to the recommendations which are presented in the next chapter.

Rodney Abeniz, Impact Visual

Chapter 5

Recommendations

BEST COPY AVAILABLE

Many Virginians have contributed to the numerous high-quality prevention and intervention programs for youth around the state. These programs are conducted by thousands of dedicated professionals in community and social services, law enforcement and juvenile justice, education, mental health, and other human services fields. Many programs are supported by volunteers from community service, business, and religious organizations. Last but not least, many responsible and committed youth contribute their talents and insights. Perhaps the most significant statewide shortcoming is our limited ability to document their contributions and demonstrate the effectiveness of their efforts.

▼ What Can Be Done About Youth Violence?

A major purpose of this report is to help dispel the erroneous notion that nothing has been or can be done about the problem of youth violence. Youth violence is not random or unpredictable, and there are effective strategies for reducing violent behavior. Large-scale, controlled outcome studies have demonstrated that well-designed and carefully implemented violence prevention programs can substantially reduce youth violence and related problems. Moreover, there is statistical evidence of recent state and national declines in juvenile violent crime and school-based incidents.

For decades, too many programs have been devised on the basis of untested theories and speculative assumptions about youth violence, without adequate attention to the increasing body of evidence indicating what works and what does not work. Moreover, once a program is implemented, it has often been impossible to determine whether it is effective. Program evaluations have relied on anecdotal evidence or surveys of program popularity, rather than more objective outcome data. Do youth who participate in a program get along better with their peers, refrain from substance abuse, or improve their behavior at school? And are they less likely to commit violent crimes? These kinds of questions must be answered in order to assure that the most effective prevention efforts are undertaken in Virginia.

▼ Systemic Improvements

1. Coordination of Services

There is an extraordinary array of services and programs in both the public and private sector. Too often prevention programs operate independently of one another or do not have coordinated efforts for maximum efficiency. Many professionals in one field are unaware of services or programs conducted by others. State conferences and efforts to establish inter-agency teams and plans have helped ameliorate this problem in some localities, but more systematic and sustained effort is needed. Even at the level of state government, programs and services in one department are often unknown to others or not well understood. Undoubtedly there are multiple barriers to collaborative efforts beyond lack of shared information, including barriers of funding, institutional and disciplinary identity, and protected domains of authority and responsibility.

Greater communication among agencies undoubtedly would lead to improved coordination of services. At the state government level, we recommend, as a first step, a regular quarterly meeting of directors of programs concerned with youth violence and youth violence prevention. Such meetings could be hosted by the Virginia Department of Health as a relatively neutral party whose primary focus on public health could be a useful organizing framework for exchange of information and perspectives. Goals of this effort would include increased common understanding of youth violence issues and identification of areas of mutual interest, which would be a prerequisite to coordinated planning and joint efforts.

At a more ambitious level, the state could go beyond information exchange to establish a central clearinghouse for planning and coordination of youth violence prevention efforts. An inter-agency group would be charged with the responsibility to develop more formally coordinated efforts and integrative plans. For example, there should be an improved effort to link efforts of the Departments of Education, Criminal Justice Services, Juvenile Justice, and Mental Health, Mental Retardation, and Substance Abuse Services, and Social Services. The interagency group could broaden its communication through an interagency newsletter with statewide distribution, as well as a website and internet newsgroup.

On a local level, there should be continued efforts to facilitate exchange of information about available services among local program directors and practitioners. Some local conferences and quarterly meetings should be devoted specifically to sharing information about existing programs or planned initiatives within the locality.

Comprehensive community planning is contingent on a shared understanding of available resources and community strengths. Such coordinated efforts are particularly valuable in obtaining external funding.

The concept of local, inter-agency prevention teams which was carried out successfully by the VCU Center for School-Community Collaboration, and which generated over 100 local teams, could be followed up with a more extensive and sustained effort. State funding initiatives should be directed to collaborative, inter-agency efforts, with a requirement that there are mechanisms to assure that collaboration is authentic and persists throughout the funding period.

2. Information Access

Local agencies often lack the most timely and relevant information on the nature and extent of youth violence problems in their communities. For example, law enforcement agencies and schools could exchange information on youth gang activity.

Information on school crime and violence is not being used effectively, despite existing reporting requirements. The State Department of Education collects annual reports on school crime and violence, but this information is not made available for nearly two years after the fact.

For example, the most recent information available for this report (released in October, 1998) is from the 1996-97 school year. In addition, there are concerns that differences across schools might reflect differences in enforcement and detection efforts or variations in reporting standards. A more concerted and adequately staffed effort to improve this data collection and reporting system would be of great benefit to schools as well as communities. There should be statewide training for all school divisions on the implementation of an incident-based data collection and reporting procedure, as well as training on the appropriate use of such information for school safety planning and procedures.

Unlike other states, Virginia has no statewide youth survey procedures to track the incidence of alcohol and drug use, or other high-risk behaviors. Localities sometimes conduct their own surveys, but these surveys are of varying quality and even if they are methodologically adequate, results cannot be compared to other localities because they do not use the same survey. There were 64 localities reporting student surveys on drugs and/or violence in 1997-98.

Twenty-three of these localities used their own survey, two used surveys developed at state universities, and the remainder used one of ten different national surveys. Clearly greater consistency in surveying would be useful. In the absence of more objective information, local planning and policies are vulnerable to high profile incidents, anecdotal information, and subjectively perceived trends. Efforts to develop and implement a reliable and valid survey procedure, readily available throughout the state, would provide protection against these influences. As demonstrated in a previous survey of over 10,000 Virginia students (Cornell & Loper, 1998), surveys are vulnerable to over-reporting of high-risk behavior if questions are not worded carefully and the survey does not include items and procedures to detect exaggerated or random responding. Additional recommendations on student surveys and other methods of assessing school safety are found in Designing Safer Schools for Virginia: A Guide to Keeping Students Safe from Violence (Cornell, 1998).

Currently the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services (VDMHMRSAS) is planning a state prevention needs assessment which includes a student survey. The survey would make use of the Student Survey of Risk and Protective Factors and Prevalence of Alcohol, Tobacco, and Other Drug Use developed by Communities That Care (Hawkins, Catalano, & Associates, 1992).

Professionals who work with juvenile offenders routinely complain of the constraints on information sharing across agencies. Existing confidentiality rules were intended to protect juvenile offenders from public stigma, but such rules are not in the youth's best interest because they restrict information flow among legitimately concerned parties and impede efforts to develop comprehensive intervention and education plans. The information sharing permitted by SHOCAP is useful, but is restricted to a narrow group of youth in selected localities. Additional legislation to broaden legitimate information sharing, particularly among, schools, courts, and law enforcement agencies, would facilitate prevention efforts and inter-agency cooperation.

3. Training & Supervision

Many prevention efforts, such as mentoring programs, after-school programs, and recreational leagues, employ untrained volunteers or low wage workers. The efforts of these well-intentioned and often talented individuals could be enhanced with additional training and professional supervision and support. Although training efforts have been undertaken in many localities, most current efforts are limited to day-long seminars or conferences which cover a variety of topics on an introductory level. Some useful training areas which should be made available in more depth, and delivered to a wider audience, include:

- Mentoring and supervision of youth
- Basic principles of child discipline and behavior management
- Basic principles of academic tutoring
- Conflict resolution and mediation
- Parent consultation
- Recognition of mental health problems
- Responses to potentially violent youth
- Program planning, development, and evaluation
- Grant writing

Beyond initial training, there should be increased use of supervisory support and consultation. Many relatively inexperienced workers do not have access to regular supervisory guidance specifically focused on their work with youth. Furthermore, program-wide consultation should be obtained when new approaches or methods are being implemented, since research shows that many programs fail to adhere to the procedures and standards of the original program design.

4. Evidence of effectiveness

Many local prevention efforts are of uncertain value because they rely on unproven methods and do not collect systematic outcome information. Programs and strategies appear to be selected based on philosophical appeal, political popularity, cost, or expediency. Undoubtedly this has generated substantial waste and inefficiency in both financial and human resources. Now that there is more objective evidence available to guide selection of effective programs, state funding agencies should consider making general use of the Principles of Effectiveness now required of all programs using funds from the Safe and Drug Free Schools and Communities Act (SDFSCA; U.S. Department of Education, 1998).

The SDFSCA principles require that all recipients of Title IV funds meet the following four standards:

1. "Base its programs on a thorough assessment of objective data about the drug and violence problems in the schools and communities served."

2. "With the assistance of a local or regional advisory council where required by SDFSCA, establish a set of measurable goals and objectives and design its programs to meet those goals and objectives."

3. "Design and implement their activities based on research or evaluation that provides evidence that the strategies used prevent or reduce drug use, violence, or disruptive behavior among youth."

4. "Evaluate its programs periodically to assess its progress toward achieving its goals and objectives; use its evaluation results to refine, improve, and strengthen its programs, and to refine its goals and objectives as appropriate."

There are many examples where these principles might be usefully applied, both with regard to SDFSCA programs and to programs outside of schools. Many school divisions have experienced substantial reductions in school crime and violence, yet there has been no systematic effort to identify the characteristics associated with this success. The School Resource Officer program has grown dramatically in recent years, and it would be useful to document the effectiveness of this effort as well, particularly as plans are under way to greatly expand the program. The Department of Criminal Justice Services recently (February, 1999) released a document entitled "School Resource Officer Program Reporting Requirements" which is designed to assist in evaluating SRO programs.

The Virginia Effective Practices Project (VEPP) has produced two useful documents to assist in program evaluation, Program Planning and Evaluation Handbook (Atkinson, Deaton, Travis, & Wessel, 1999), and Local Advisory Council Primer (Atkinson & Travis, 1998). Although written for SDFSCA programs, both guides contain information applicable to most youth violence prevention efforts. Copies can be obtained from the Virginia Effective Practices Project, James Madison University, (540) 568-2736.

▼ Program Needs

1. Mentoring

Mentoring is one of the most popular, widely applicable, and cost-efficient strategies for working with [illegible]isk youth. There is empirical evidence that mentoring can be effective and great interest in expanding mentoring programs. The Attorney General has recently proposed a statewide effort to increase the number of mentor volunteers. Many local schools, law enforcement agencies, and community groups are engaged in mentoring efforts.

Nevertheless, the popularity and seeming ease of mentoring can be problematic, because many programs implement mentoring without adequate standards or guidelines for how to select mentors and prepare them for working with difficult youth. Many mentor programs fail to supervise

their mentors, and leave them to sink or swim once they have been matched with a youth. Studies show that many mentoring relationships fail in a few weeks. Moreover, few mentoring programs document outcomes, so that they have little basis for self-correction and improvement.

There is clearly need for statewide leadership in the recruitment, training, and preparation of mentors. There should be ongoing coordination of mentoring efforts among agencies, for example, when schools identify students in need of mentors assigned by community-based organizations. Furthermore, mentoring support should not end after a mentor has been matched with a youth. Mentors should have regular consultation with experienced, supervisory mentors. Finally, there should be follow-up evaluations of every mentoring relationship to document effectiveness and identify needs for additional services, if any.

2. Bullying Reduction

Bullying is a pervasive problem, but is widely misperceived as a normal or expected part of growing up. The negative effects of bullying on victims, and the relationship between bullying and subsequent delinquent behavior are not generally known by the public. A climate which permits bullying is incompatible with teaching children mutual respect and tolerance, and young children who are permitted to engage in bullying can develop more serious behavioral and attitudinal problems as they grow older. However, there is good evidence that bullying can be substantially reduced with school-based information campaigns and training on conflict resolution. There are a growing number of bullying prevention curricula and school-based programs which could be adapted for use in Virginia.

The bullying prevention programs currently in place should be carefully evaluated, so that a model or models could be selected and made available to other schools. A comprehensive model would consist of the following components:

- Orientation and training program for all staff in a school;
- Plans for a school-based bullying reduction campaign which educates students and parents about bullying and clarifies school policies about bullying, harassment, and other aggressive behavior, and supports more appropriate values and attitudes toward others;
- Systematic efforts to identify bullying aggressors and victims in the school, followed by counseling and/or disciplinary actions as appropriate;
- Use of a school-wide curriculum concerning bullying and related problems, with attention to character values and conflict resolution skills;
- Assessment of program effectiveness.

3. Character Education and Conflict Resolution

The Attorney General has proposed that all schools in Virginia adopt character education programs. Character education refers to the teaching of common values such as honesty, integrity, responsibility, respect, and justice. Indeed, teaching of basic values has long been a recognized part of the educational mission. In recent years there has been a more explicit effort in many schools to articulate and transmit core values such as honesty, respect for others, and responsibility. There are organizations, curricular guidelines, and well-articulated position statements on this issue.

However, to our knowledge, there is no empirically supported, effective method of character education. Many schools are adopting programs and curricula which have not been objectively evaluated. We believe that it is critically important that the renewed interest in character education be supported and strengthened in a manner that prevents what has occurred all too often in educational systems: an initial wave of enthusiasm leads to rapid adoption of unvalidated programs or methods which over a period of time prove to be unsatisfactory or unsustainable.

Character education merits careful consideration and study. There should be pilot testing and systematic evaluation of a well-designed, thoughtfully constructed character education program. A pilot program should contain elements of the bully reduction campaign described above.

We recommend that efforts to devise character education programs build upon the existing body of knowledge about conflict resolution and peer mediation programs in schools. There are well-established and well-researched conflict resolution programs and curricula available (Johnson & Johnson, 1995a, 1995b; see Chapter 2). The principles of conflict resolution are largely congruent with the values of character education programs, and could provide a tested foundation for a broader initiative.

4. After-school supervision

Juvenile crime, even crime by gang members, is much higher during the hours immediately after school than at any other time, including weekends (Sickmund, Snyder, & Poe-Yamagata, 1997). Large numbers of youth are unsupervised because their parents are at work; other parents fail to monitor and supervise their children. For this reason, a strategy with great potential to reduce juvenile crime is to engage at-risk youth in productive, supervised activities after school. Recreational programs are most appealing to youth and can provide a venue for mentoring efforts. In addition, recreational programs can be supplemented by instructional activities (such as tutoring and homework support but also character education and conflict resolution) or lead to community service projects or employment.

There are numerous after-school programs in Virginia, but many operate with inadequate or uncertain resources and untrained staff. Many aspiring programs lack facilities. With greater inter-agency cooperation and increased funding, the many after-school programs currently in place can be strengthened and expanded. New programs can be implemented at school facilities, in churches, or through private non-profit service agencies such as the Boys & Girls Clubs and YMCA.

One strategy for drawing attention to this issue is for communities to assess and report the numbers of youth who are typically unsupervised by adults after school hours (and at other times). This information can be followed by local community campaigns to give every unsupervised student someplace to be and something productive to do after school hours. Finally, programs must do a much better job of documenting the effectiveness of their efforts and their positive influence on youth.

5. Juvenile offender assistance

The most clearly identifiable youth at risk of committing violent crimes are those who have already come to the attention of juvenile authorities. There is now scientifically persuasive evidence that prevention efforts targeting young delinquents generate huge cost savings in comparison to incarceration (Greenwood, Model, Rydell, & Chiesa, 1998) and that well-designed and carefully implemented rehabilitation programs dramatically reduce juvenile recidivism (Lipsey & Wilson, 1997).

Moreover, many popular offender programs, such as military-style incarceration ("boot camps"), fail to reduce criminal recidivism; this is the conclusion from rigorous studies sponsored by the National Institute of Justice (Bourque, Han, & Hill, 1996; Cowles & Castellano, 1995; Peters, Thomas, & Zamberlan, 1997). Nevertheless, there is indication that some reduction in recidivism can occur from the boot camp approach when there are substantial follow-up services for offenders after they return to their communities (Bourque, Han, & Hill, 1996; Cowles & Castellano, 1995; Peters, Thomas, & Zamberlan, 1997).

From this perspective, substantial efforts should be directed toward work with juvenile offenders at various points of contact with authorities. For example, programs could be implemented for the thousands of youth incarcerated each year in Virginia's 18 detention centers. Other programs might be aimed at youth being released from long-term incarceration in state juvenile correctional facilities. There appear to be urgent needs for such services and efforts in such areas as:

- Job training and placement
- Substance abuse and general health counseling
- Mentoring
- Social skills and conflict resolution training
- Parent education and support services

6. Public Awareness

Public awareness of youth violence is shaped largely by media coverage of high profile crimes such as school shootings or robbery homicides involving juveniles. Such crimes are not representative of most forms of youth violence and can generate inaccurate perceptions and stereotypes. Juvenile offenders are often portrayed as hopelessly incorrigible and unamenable to change. A media campaign could better inform the public and build public support for effective prevention practices. A public awareness campaign could be launched in coordination with other efforts described above, or could stand alone.

- Mentoring. A media campaign portraying the value of mentoring could boost volunteerism and increase willingness of parents and youth to participate in mentoring relationships.

- Bullying. Information about bullying could support school efforts to reduce bullying and encourage parents to become aware of this problem.

- Firearms safety. The national increase in juvenile homicide was entirely an increase in firearm fatalities. Despite the controversey over gun control, there is widespread agreement about the need to prevent illegal youth access to firearms.

- Media violence. Despite massive scientific evidence and consensus among many professional organizations that exposure to media violence increases aggressive behavior in children, the general public remains divided and uncertain about this issue. Parents could benefit from information and encouragement to provide supervision of their children's viewing habits. As noted in Chapter 2, public campaigns such as undertaken in Canada had a dramatic effect on the media industry and led to voluntary reductions in media violence.

- Positive images of Virginia's youth. There are many inspiring examples of successful youth service projects and achievements which could be presented in a media campaign to build a more favorable public image of Virginia youth. Such a campaign would help generate public support for youth prevention initiatives as well as encourage more youth to engage in similar efforts.

▼ Is There a Specific Role for Public Health?

The Virginia Department of Health (VDH) can make a substantial contribution to youth violence prevention efforts through the application of a public health model. The public health perspective has been widely recognized nationally as an effective, cost-efficient, and well-received approach to sensitive behavioral health problems ranging from teenage smoking to pregnancy. Public health efforts concerning youth violence can encompass the following core functions:

1. Assessment

What is the nature and extent of the youth violence problem? All public health problems require an active, continuous, and vigilant assessment effort in order to properly identify, diagnose, and respond to public health needs. Public health authorities can determine the appropriate state indicators of youth violence, monitor the nature and extent of violence-related problems, identify trends, and determine groups and regions most at risk. Violence-related injuries have identifiable and quantifiable consequences for the individual in terms of medical injury, diminished quality of life, and lost potential. In addition there are broader costs to family members, employers, and the community as a whole. Knowledge of the public health costs and consequences of youth violence is essential to developing sound policy and implementing effective practices.

2. Assurance

What violence prevention and intervention services are available to the public in each locality and how effectively are they being delivered? Public health authorities can facilitate program delivery as well as monitor the quantity and quality of services provided at the local community level. Currently there are many gaps in the types of programs available in different regions of the state, as well as program services which are little-known or under-utilized.

In addition, there are many unmet training needs for professionals at all prevention and intervention levels and across multiple disciplines. There are still greater needs for training and educating the paraprofessionals and volunteers who have the greatest contact with the largest numbers of youth. Public health perspectives have the potential to cross disciplinary boundaries and provide a common frame of reference for united efforts. The successful training institutes conducted by the Center for School-Community Collaboration and the Department of Education, among others, demonstrate the compelling need for ongoing professional education, but more systematic and inclusive efforts are needed.

3. Policy

What is the best way to continue progress in the reduction of youth violence? Well-integrated, systematic assessment and assurance efforts form the strongest basis for sound policy and decision-making. The field must become more committed to policies derived from hard data and objective evidence of program outcomes. There is a major need for systematic determination of the quality and efficacy of current violence prevention efforts. In addition, social policies are inevitably influenced by public opinion, which has not been adequately measured or considered in this area. Perhaps more important is to recognize that public opinion is a product of public comprehension of the problem and what can be done about it. Public health can play a critical and much-needed role in informing and educating the public.

The Department of Health has a well-established network of local agencies and contacts, and prior working relationships with education, social services, and other state and local agencies. The Department of Health also enjoys the trust and support of Virginia citizens, including those parents from disadvantaged backgrounds whose children might be most in need of its services. Key to any violence prevention initiative will be a capacity to work collaboratively with other state and local agencies, as well as to foster trust and good will in the community.

▼ Conclusion

There are many opportunities for state agencies and organizations, including the Virginia Department of Health, to make substantial and meaningful contributions to youth violence prevention. There are system-wide needs to facilitate the coordination of services, improve the sharing of information, train youth workers, and demonstrate the effectiveness of prevention efforts. Among the most compelling program needs are to provide leadership and standards for increasingly popular initiatives such as mentoring, character education, and bullying reduction, lest such efforts suffer from rapid implementation without adequate planning, quality assurance, and evaluation. In addition, there is a need to target interventions more directly at identified juvenile offenders, since this population is at greatest risk for violent behavior and community support efforts are likely to yield the most cost-effective benefits in crime prevention. Finally, the public must be made more fully aware of the largely unrecognized but proven potential for prevention of juvenile crime and rehabilitation of many juvenile offenders. Public education is particularly important to gaining continued support to develop and maintain youth violence prevention initiatives.

Appendices

Appendix A

▼ Safe and Drug-Free Schools and Communities Act Program
1998-99 Allocations to Local School Divisions

School Division	Total SDFSCA Allocation
Accomack County	$137,689.00
$114,273 Greatest Need Allocation*	
Albemarle County	$51,006.00
Alexandria	$221,674.00
$172,336 Greatest Need Allocation*	
Alleghany Highlands County	$13,062.00
Amelia County	$7,953.00
Amherst County	$20,506.00
Appomattox County	$10,345.00
Arlington	$82,994.00
Augusta County	$47,899.00
Bath County	$3,928.00
Bedford County	$45,366.00
Bland County	$4,314.00
Botetourt County	$20,243.00
Bristol Virginia	$11,969.00
Brunswick County	$89,170.00
$75,836 Greatest Need Allocation*	
Buchanan County	$20,519.00
Buckingham County	$9,990.00
Buena Vista City	$4,705.00
Campbell County	$37,202.00
Caroline County	$16,564.00
Carroll County	$108,093.00
$90,453 in Greatest Need Allocation*	
Charles City County	$4,468.00
Charlotte County	$9,915.00
Charlottesville	$21,898.00
Chesapeake	$158,929.00
Chesterfield County	$220,548.00
Clarke County	$10,315.00
Colonial Beach	$2,914.00
Colonial Heights	$12,228.00
Covington	$4,152.00
Craig County	$3,129.00
Culpeper County$23,385.00	
Cumberland County	$5,513.00

School Division	Total SDFSCA Allocation
Danville	$35,688.00
Department of Correctional Education	$5,342.00
Dickenson County	$13,242.00
Dinwiddie County	$18,245.00
Essex County	$6,974.00
Fairfax County	$657,948.00
Falls Church	$8,848.00
Fauquier County	$41,284.00
Floyd County	$8,339.00
Fluvanna County	$12,447.00
Franklin	$7,510.00
Franklin County	$30,469.00
Frederick County	$45,445.00
Fredericksburg	$11,082.00
Galax	$5,552.00
Giles County	$11,381.00
Gloucester County	$29,473.00
Goochland County	$8,563.00
Grayson County	$10,845.00
Greene County	$10,819.00
Greensville County	$11,710.00
Halifax County	$27,125.00
Hampton	$105,448.00
Hanover County	$66,828.00
Harrisonburg	$102,682.00
$85,806 in Greatest Need Allocation*	
Henrico County	$175,687.00
Henry County	$190,814.00
$151,198 in Greatest Need Allocation*	
Highland County	$1,549.00
Hopewell	$109,338.00
$91,360 in Greatest Need Allocation*	
Isle of Wight County	$22,973.00
James City County	$30,750.00
King and Queen County	$3,977.00
King George County	$12,663.00

School Division	Total SDFSCA Allocation
King William Public	$7,409.00
Lancaster County	$6,970.00
Lee County	$17,868.00
Lexington	$2,783.00
Loudoun County	$104,118.00
Louisa County	$17,583.00
Lunenburg County	$8,778.00
Lynchburg	$41,315.00
Madison County	$8,177.00
Manassas City	$30,009.00
Manassas Park City	$7,409.00
Martinsville	$12,057.00
Mathews County	$5,785.00
Mecklenburg County	$132,597.00
$110,634 in Greatest Need Allocation*	
Middlesex County	$6,136.00
Montgomery County	$40,221.00
Nelson County	$8,914.00
New Kent County	$10,060.00
Newport News	$543,461.00
$404,419 in Greatest Need Allocation*	
Norfolk	$619,594.00
$449,639 in Greatest Need Allocation*	
Northampton County	$12,697.00
Northumberland County	$6,750.00
Norton	$3,459.00
Nottoway County	$11,929.00
Orange County	$16,775.00
Page County	$15,857.00
Patrick County	$11,736.00
Petersburg	$150,047.00
$121,763 in Greatest Need Allocation*	
Pittsylvania County	$42,439.00
Poquoson City	$10,889.00
Portsmouth	$78,025.00
Powhatan County	$14,475.00
Prince Edward County	$87,871.00
$76,249 in Greatest Need Allocation*	
Prince George County	$24,373.00
Prince William County	$221,198.00
Pulaski County	$22,327.00
Radford	$6,851.00

School Division	Total SDFSCA Allocation
Rappahannock County	$4,670.00
Richmond	$121,609.00
Richmond County	$5,873.00
Roanoke	$59,924.00
Roanoke County	$61,000.00
Rockbridge	$13,356.00
Rockingham County	$45,993.00
Russell County	$19,681.00
Salem City	$17,262.00
Scott County	$16,521.00
Shenandoah County	$23,447.00
Smyth County	$23,069.00
Southampton County	$13,075.00
Spotsylvania County	$73,035.00
Stafford County	$80,066.00
Staunton	$13,685.00
Suffolk	$47,678.00
Surry County	$6,052.00
Sussex County	$7,237.00
Tazewell County	$34,095.00
Va. School for the Deaf and the Blind – Hampton	$527.00
Va. School for the Deaf and the Blind – Staunton	$623.00
Virginia Beach	$342,012.00
Warren County	$22,345.00
Washington County	$32,905.00
Waynesboro	$93,090.00
$79,989 in Greatest Need Allocation*	
West Point	$3,419.00
Westmoreland County	$9,506.00
Williamsburg	$4,402.00
Winchester	$15,335.00
Wise County	$32,958.00
Wythe County	$112,817.00
$93,689 in Greatest Need Allocation*	
York County	$48,978.00

* School divisions are determined to have "greatest need" based on an index of selected risk indicators prescribed in statute; school divisions qualifying for "greatest need" allocations are reviewed and are subject to change from year to year.

▼ Title V – Incentive Grants for Local Delinquency Prevention Programs
Virginia Grants1998-99

Alexandria City – KREW (Kids are Responsible Workers) Program ..... $ 44,820

The KREW Program is an after-school pre-employment program for at-risk and court-involved youth. The program matches youth between the ages of 10 and 15 with meaningful volunteer experiences throughout the city. In addition, the program provides tutoring, computer and leadership training, and cultural and social activities for KREW participants and their families. The program also provides support to parents and works with the school system for the improvement of school performance and behavior.

Amelia County – YES Project (Youth Experiencing Success) ..... $ 38,107

The YES Project provides a developmentally appropriate after-school program for middle school students, a tutorial program for high school students, psycho-educational support groups for elementary through high school students, parent education workshops, and a summer enrichment program. These activities are designed to foster resiliency and mitigate the impact of exposure to risk so that at-risk Amelia county youth succeed in school and avoid negative behaviors like violence and delinquency.

Middle Peninsula-Northern Neck Community Services Board ..... $ 64,946
Rural Virginia Juvenile Delinquency Turn-Around Project

Rural Virginia Delinquency Turn-Around Project targets first time offenders referred through the 9th District Court Service Unit (which serves the counties of King William, King and Queen, and Essex, and Town of West Point), youth suspended from school and enrolled in the Middle Peninsula Regional Alternative Education Program and youth at risk of school failure to increase protective factors through tutorial, mentorship, community services, and adventure-based activities.

Norfolk – Norfolk Assessment Center ..... $ 68,115

The Norfolk Assessment Center provides comprehensive identification, assessment, and evaluation services as well as crisis intervention and case management services to youth at risk for entering the juvenile justice system and exhibiting mild to moderate CHINS type behaviors (e.g., truant, run away, out of control). The primary goal of the project is to identify children at the earliest possible point of displaying problem behaviors and effectively intervene to reduce the number of children entering the juvenile justice system.

Nottoway County – TEAM (Together Everyone Achieves More) Program ..... $ 68,040

The TEAM Program provides a Transition Coordinator at the Regional Alternative School and a Peer Mediation Counselor for the High School. The goal of the Transition Coordinator position is to work with youth, teachers, and parents to assure successful transition back into the home school from the alternative school. The Peer Mediation Counselor provides conflict mediation at both the Regional Alternative School and Nottoway High School to reduce the number of suspensions and incidents in the school. Workshops are held for students in conflict management, communication skills, and decision making.

Petersburg – YES, Petersburg ..... $ 25,854

YES, Petersburg provides resilience-building and independent living skills to youth in two public housing neighborhoods. The program concentrates on youth ages 5 to 13 with some programs for 13 to 18 year olds with the goal of reducing the risk of becoming delinquent. By providing the children with positive activities that occupy their time and increase self-esteem, self-confidence, and provide these resilience-building and independent living skills, the project will increase school success and decrease delinquent behavior.

Richmond – Assessment and Diversion Enhancement Services to Juvenile Care Centers ..... $ 41,920

This grant enhances services provided through the Truancy Diversion and Curfew Centers, specifically, psychiatric assessments, psychological assessments, law-related education, parent-child mediation, and a mentoring program.

Smyth County – Parent Education Program ..... $ 20,000

This project is a parent education prevention program for youth at risk of entering the juvenile court system and for first time minor offenders to include short-term intensive parent education. The program employs an educator on a contract basis who works with youth and their families intensively in their homes to stabilize and prevent problematic situations such as delinquency and youth violence. The educator will develop a service plan with goals and objectives for each family designed to institute protective factors and decrease risk factors.

▼ Edward Byrne Memorial Grant Program
Virginia Grants 1998-99

School Resource Officer Grants

	Byrne Funding*
Norton City Police - School Safety Officer	$ 29,155*
Loudoun County Sheriff's Office	$ 35,008
Town of Woodstock Police Department	$ 9,765
Bristol City Police Department	$ 21,864
Bedford Sheriff's Office	$ 23,732
Carroll County Sheriff's Office	$ 19,695
Henry County Sheriff's Office	$ 25,980
City of Danville Police Department	$ 30,663
Alexandria Police Department	$ 35,698
James City County Police Department	$ 28,491
Augusta County Sheriff's Office	$ 22,040
Lynchburg Police Department	$ 26,452
Chesterfield Police Department	$ 26,475 and $ 74,700
Richmond City Police Department	$ 33,867
Waynesboro Police Department	$ 14,996
Roanoke County Police Department	$ 62,976
Loudoun County Sheriff's Office	$ 37,773
Bedford Sheriff's Office	$ 21,920
Amherst County Sheriff's Office	$ 36,252
Harrisonburg Police Department	$ 26,434
Hanover County Sheriff's Office	$ 33,610
Portsmouth Police Department	$ 27,440
James City County Police Department	$ 33,467
Essex County Sheriff's Office	$ 19,769 and $ 26,359

* Note: Amounts reported reflect Byrne funding only, not total project budget.

Byrne Crime Prevention Initiatives

Town of Smithfield Police Department	$ 21,089
Chesapeake Police Department	$ 30,329
New Kent County Sheriff's Office	$ 27,048
Chesterfield County Police Department	$ 19,125
Harrisonburg Police Department	$ 1,125
Scott County Sheriff's Office	$ 11,945
Lynchburg Police Department	$ 54,081
Wise County Sheriff's Office	$ 26,858
Petersburg Police Department	$ 26,359
City of Norton Police Department	$ 23,111
Town of Culpeper Police Department	$ 30,601
Virginia Department of State Police	$ 55,559
Norfolk Police Department	$ 48,332
Hanover County Sheriff's Office	$ 32,016

Byrne Crime Prevention Initiatives

City of Richmond Commonwealth Attorney's Office	$ 29,169
Pulaski Police Department	$ 25,372
Office of the Attorney General	$ 43,935
Virginia Department of State Police	$ 40,350
Old Dominion University	$ 19,751
Roanoke County Police Department	$ 17,948
Chesterfield County Police Department	$ 35,148
Virginia Tech, Urban Affairs and Planning	$ 49,183
Williamsburg Police Department	$ 2,503
Richmond Human Services Commission	$ 47,829
Chesapeake Police Department	$ 23,965
Petersburg Police Department	$ 36,573
Town of Cape Charles Police Department	$ 63,052
Town of Franklin Police Department	$ 27,765
Tazewell County Sheriff's Department	$ 2,475
Floyd County Sheriff's Office	$ 22,897
Petersburg Commonwealth's Attorney's Office	$ 11,841
Virginia Beach Commission on VASAP	$ 37,901
Albemarle County Police Department	$ 30,032
Suffolk Police Department	$ 29,376
Hanover County Sheriff's Office	$ 30,194
Fredrick County Sheriff's Office	$ 22,432
Bristol Sheriff's Office	$ 25,804
Amherst County Sheriff's Office	$ 16,452
Virginia Beach Youth Intervention Team	$ 75,000
Chesterfield County Police Department	$ 26,250
Roanoke County Police Department	$ 17,326

Byrne School Safety Initiative

Virginia Department of Education	$ 45,088

▼ Substance Abuse Prevention and Treatment Block Grant (SAPT)
VaDMHMRSAS Prevention Grant Awards - 1998-99

Community Services Board	Communities Served	'98-99 SAPT Prevention Funding
Alexandria CSB	City of Alexandria	$ 174,000
Alleghany Highlands CSB	Counties of Alleghany; Cities of Clifton Forge Covington	$ 37,500
Arlington CSB	County of Arlington	$ 149,600
Blue Ridge Community Services	Counties of Botetourt, Craig and Roanoke; Cities of Roanoke, Salem	$ 198,000
Central Virginia Community Services	Counties of Amherst, Appomattox, Bedford, Campbell; Cities of Bedford, Lynchburg	$ 160,900
Chesapeake CSB	City of Chesapeake	$ 124,400
Chesterfield CSB	County of Chesterfield	$ 132,700
Colonial MH&MR Services	Counties of James City, York; Cities of Poquoson, Williamsburg	$ 90,600
Crossroads Services Board	Counties of Amelia, Buckingham, Charlotte, Cumberland, Lunenburg, Nottoway, Prince Edward	$ 111,800
Cumberland Mountain Community Services	Counties of Buchanan, Russell, Tazewell	$ 132,800
Danville-Pittsylvania CommunityServices	County of Pittsylvania; City of Danville	$ 109,800
Dickenson County Community Services	County of Dickenson	$ 38,600
District 19 CSB	Counties of Dinwiddie, Greensville, Prince George, Surry, Sussex; Cities of Colonial Heights, Emporia, Hopewell, Petersburg	$ 142,700
Eastern Shore CSB	Counties of Accomack, Northampton	$ 55,300
Fairfax-Falls Church CSB	County of Fairfax; Cities of Fairfax, Falls Church	$ 480,800
Goochland-Powhatan CSB	Counties of Goochland, Powhatan	$ 39,400

Community Services Board	Communities Served	98-99 SAPT Prevention Funding
Hampton-Newport News CSB	Cities of Hampton, Newport News	$ 224,800
Hanover County CSB	County of Hanover	$ 57,600
Harrisonburg- Rockingham CSB	County of Rockingham; City of Harrisonburg	$ 68,600
Henrico Area MH&R Services Board	Counties of Charles City, Henrico, New Kent	$ 164,400
Highlands Community Services	County of Washington; City of Bristol, VA	$ 67,800
Loudoun County CSB	County of Loudoun	$ 61,700
Middle Peninsula-Northern Neck CSB	Counties of Essex, Gloucester, King & Queen, King William, Lancaster, Mathews, Middlesex, Northumberland, Richmond, Westmoreland	$ 117,400
Mount Rogers Community MH&MR Services Board	Counties of Bland, Carroll, Grayson, Smyth, Wythe; City of Galax	$ 116,000
New River Valley CSB	Counties of Floyd, Giles, Montgomery, Pulaski; City of Radford	$ 163,900
Norfolk CSB	City of Norfolk	$ 248,600
Northwestern Community Services	Counties of Clarke, Frederick, Page, Shenandoah, Warren; City of Winchester	$ 124,200
Piedmont Community Services	Counties of Franklin, Henry, Patrick; City of Martinsville	$ 142,700
Planning District 1 CSB	Counties of Lee, Scott, Wise; City of Norton	$ 91,700
Portsmouth Department of Behavioral Healthcare Services	City of Portsmouth	$ 133,900
Prince William County CSB	County of Prince William; Cities of Manassas, Manassas Park	$ 188,900
Rappahannock Area CSB	Counties of Caroline, King George, Spotsylvania, Stafford; City of Fredericksburg	$ 147,400

Community Services Board	Communities Served	98-99 SAPT Prevention Funding
Rappahannock-Rapidan CSB	Counties of Culpeper, Fauquier, Madison, Orange, Rappahannock	$ 99,000
Region Ten CSB	Counties of Albermarle, Fluvanna,Greene, Louisa, Nelson; City of Charlottesville	$ 184,700
Richmond Behavioral Healthcare Authority	City of Richmond	$ 361,100
Rockbridge Area CSB	Counties of Bath, Rockbridge; Cities of Buena Vista, Lexington	$ 51,100
Southside CSB	Counties of Brunswick, Halifax, Mecklenburg	$ 76,100
Valley CSB	Counties of Augusta, Highland; Cities of Staunton, Waynesboro	$ 36,600
Virginia Beach CSB	City of Virginia Beach	$ 287,300
Western Tidewater CSB	Counties of Isle of Wight, Southampton; Cities of Franklin, Suffolk	$ 108,300

▼ Virginia Delinquency Prevention and Youth Development Act
Funding to Local Offices on Youth

Virginia Offices on Youth	FY 99 Funding
Alexandria City	$ 73,781
Amherst County	$ 26,995
Appomattox County	$ 28,931
Bristol City	$ 35,005
Buchanan County	$ 26,995
Carroll County	$ 35,188
Charles City County	$ 22,990
Charlottesville/Albemarle County	$ 52,614
Chesterfield County	$ 29,093
Colonial Heights	$ 28,950
Cumberland County	$ 24,116
Dickenson County	$ 28,345
Dinwiddie County	$ 45,066
Fluvanna County	$ 36,487
Franklin County	$ 28,345
Fredericksburg City	$ 78,880
Giles County	$ 35,000
Goochland County	$ 28,931
Isle of Wight County	$ 24,116
Lee County	$ 29,653
Lexington City	$ 28,345
Loudoun County	$ 52,359
Louisa County	$ 28,480
Lynchburg City	$ 76,251
Martinsville/Henry County	$ 29,653
Montgomery County	$ 39,999
New Kent County	$ 36,840
Newport News City	$ 70,927
Norfolk City	$ 44,949
Orange County	$ 26,196
Petersburg City	$ 26,701
Prince Edward County	$ 28,929
Prince William County	$ 39,685
Pulaski County	$ 39,449

Virginia Offices on Youth	FY 99 Funding
Radford City	$ 35,000
Richmond City	$ 73,960
Roanoke City	$ 37,198
Rockingham County/Harrisonburg	$ 35,000
Russell County	$ 26,475
Scott County	$ 29,653
Smyth County	$ 35,646
Staunton City	$ 29,653
Surry County	$ 26,967
Tazewell County	$ 42,419
Washington County	$ 29,653
Waynesboro City	$ 43,008
Wise County	$ 79,933
Grand Total	**$ 1,812,809**

Notes: The Counties of Lee, Scott, and Wise and the City of Norton are served by the Lonesome Pine Office on Youth.

The City of Fredericksburg and the Counties of Caroline, King George, Spotsylvania, and Stafford are served by the Rappahannock Area Office on Youth.

Appendix B

▼ Initiatives in Other States

As in Virginia, there is considerable range, diversity, and complexity of violence prevention efforts in other states. Here is a selective list of programs identified by state officials in nearby states.

North Carolina

North Carolina's Department of Health and Human Services conducts numerous violence prevention programs (for more information contact Jeanne Givens at 919-715-6448 or see the website http://www.dhr.state.nc.us/DHR/). The Department's Division of Youth Services oversees programs that provide comprehensive care for troubled young people between the ages of seven and seventeen. The Division operates nine Regional Detention Centers, six Multipurpose Juvenile Homes, five Training Schools, and five therapeutic Wilderness Programs. The Community Based Alternatives Program supports more than 390 locally run programs serving over 28,000 youths. Also included among the Division's programs are:

- The Support Our Students (SOS) program, which provides after-school activities and homework assistance to middle school students. SOS is a public-private partnership operated by local non-profit agencies with support from local schools, businesses, and youth-oriented agencies. The initiative currently provides state funding to local non-profits in 76 counties.
- The Governor's One-On-One program, which matches adult volunteers with delinquent or at-risk youth through more than 500 community-based alternatives programs.

Efforts of the Division of Mental Health Developmental Disabilities and Substance Abuse Services include:

- Six regional adolescent substance abuse programs, which offer an average of 60 to 90 days of treatment.
- The North Carolina Child Mental Health Plan, which provides treatment to 1) children with serious emotional disturbance who are not Willie M class members, 2) children under the age of 7 with developing emotional disturbance, and 3) children with mental health problems and other disabilities or multiple problems involving several agencies. This population includes children and adolescents who are very depressed and may be suicidal; who have been severely traumatized by physical or sexual abuse; who have schizophrenia; who have serious emotional disturbances and abuse drugs; who are sexually aggressive; who have been exposed to cocaine or alcohol prenatally; or who are discharged from school or child care for disruptive behavior.

The Willie M Program (for information contact Susan Kelly at 919-571-4900) provides services to potentially violent children. The program resulted from a lawsuit brought against the state of North Carolina on behalf of children who were not being adequately treated due to scarcity of services. Youth eligible for the program include seriously mentally, emotionally and/or neurologically handicapped children with accompanying violent or assaultive behavior, children likely to be involuntarily institutionalized or placed in a residential program, and children not receiving treatment, educational, or rehabilitative services. Children found eligible for Willie M services are provided medical treatment, education, training, and residential or placement services in the least restrictive, safe environment. In FY 1996-1997, Willie M services exceeded $ 82.3 million, including $ 56 million in state appropriations and $ 26 million in federal Medicaid funds.

One especially noteworthy organization is the Center for the Prevention of School Violence. Established at North Carolina State University in 1993, the Center serves as a resource for public schools and supports a school resource officer program. The Center conducts public awareness campaigns and other projects, such as developing a character education program. For information contact Catherine Anderson at 800-299-6054 or see their website, http://www.ncsu.edu/cpsv/

South Carolina

Violence prevention efforts in South Carolina are under the auspices of two state agencies, the South Carolina Department of Health and Environmental Control and the South Carolina Department of Education. The Department of Health and Environmental Control oversees and coordinates programs related to the prevention of chronic and communicable diseases, accident related injury prevention, domestic and family violence, sexual assault prevention, and school health services (including mental health and nutritional counseling).

The Department of Education (DOE) is responsible for school safety as well as other violence prevention initiatives. These included the collection of school crime data regarding expulsions for gun possession; collaboration and data sharing with the Department of Public Safety to support research on gun possession; the production of a character education resource guide and implementation of character education in four pilot school districts; collaboration with the Department of Health and Environmental Control on the Health Schools Infrastructure Project to emphasize schools as safe learning environments; and support for conferences on violence prevention. The Department also implemented the Second Step curriculum, a violence prevention program designed to reduce impulsivity and aggression in elementary schools and funded through the Center for Disease

Control. For information regarding the Second Step Curriculum, contact Barbara Guzzo, Director of Client Support for the Committee for Children, 800-634-4449.

A particularly noteworthy organization is the Institute for Families in Society at the University of South Carolina, which conducts a wide variety of programs and research relevant to youth violence prevention. According to the Institute's mission statement: "The Institute for Families in Society seeks to enhance family well-being through iterdisciplinary research, education, and consultation at community, state, national, and international levels." The Institute's Divisions on Family Policy, School-Based Family Services, and Justice Studies and the Family focus on an array of issues related to the family's well-being, including family violence prevention and school-based violence prevention programs. For additional information, contact Vilma Cokkinides at the Institute at 803-777-4698. The Institute's website is http://www.sc.edu/ifis/.

Maryland

In Maryland, the Governor's Office of Crime Control and Prevention administers 45 separate programs using Edward Byrne Memorial Grants (contact Donald Farabaugh at 410-321-3521). These grants fund programs such as after-school programs and Police Athletic Leagues. One notable effort is the "HotSpot Communities Initiative" which targets 35 communities for intensive crime prevention efforts through community policing and efforts to improve the overall quality of life in high-crime neighborhoods. With more than $10 million in funding, HotSpot communities will benefit from new police officers, probation agents, nuisance abatement teams, citizen patrols, and after-school programs. There are also associated efforts for school construction and housing rehabilitation. Each community conducted a local needs assessment and developed a comprehensive prevention strategy.

Maryland's Department of Health and Hygiene conducts Partnerships in Injury Prevention (PIP), a program of small grants to rural counties (contact Eric Daub, 410-767-5780). The Division of Injury and Disability Prevention and Rehabilitation (DIDRP) is primarily involved in surveillance of firearm and other injury rates.

Pennsylvania

The Pennsylvania Department of Health (website: http://www.health.state.pa.us) conducts violence prevention initiatives through its Injury Control – Violence Prevention division. For example, the "Violence-Free Youth Challenge" is a statewide contest for middle school students to design and implement violence prevention programs in their schools. The Division of Substance Abuse Prevention provides block funding to 49 management entities, which in turn fund individualized efforts in all 67 counties.

The Department of Education has a Center for Safe Schools which provides training and technical assistance to schools. The Center maintains a library of over 2600 resources, including its own publications. The Center awarded $ 300,000 in grants to 16 school districts last year. Safe and Drug-Free Schools and Communities funds are used to implement drug and violence prevention curricula from preschool to grade 12. The curricula include attention to social skill development and conflict resolution as well as the consequences of drug use and violent behavior.

The Governor's Community Partnership for Safe Children is a statewide initiative that supports programs such as:

- Checkmate Program, which provides tutoring and life-skills training to middle school students in a high-crime district of Philadelphia.
- Safe Schools, a joint effort of Pennsylvania State Police and Education to train teachers, bus drivers, and other school personnel to deal with potentially violent situations.
- School-based probation, in which probation officers are assigned to individual school buildings to supervise juvenile probation clients.
- Conflict resolution skills, taught through a variety of programs at different age levels.

The Pennsylvania Commission on Crime and Delinquency uses state and federal funds to assist a number of state agencies in crime prevention efforts. Most relevant is the Commission's support of Communities That Care (Hawkins and Catalano, 1992), a nationally recognized approach which guides community-wide assessment and planning, followed by implementation of a comprehensive prevention plan. This growing initiative is currently in 36 of Pennsylvania's 67 counties, supported by Byrne grants from the Commission as well as technical support funding from the Department of Health.

Appendix C

Alexander, J. F., & Parsons, B. V. (1982). Functional family therapy. Monterey, CA: Brooks/Cole.

American Psychological Association. Violence on television. Washington, D.C.: Author Retrieved, May 1, 1999 from the World Wide Web:http://www.apa.org/pubinfo/vioelnce.html

Annie Casey Foundation (1998). Kids Count data book: State profiles of child well-being. St. Paul, MN: Author.

Atkinson, A. J., & Travis, R. H. (1998). Local Advisory Council primer. Harrisonburg, VA: Virginia Effective Practices Project, James Madison University.

Atkinson, A. J., Deaton, M., Travis, R. H., & Wessel, T. (1999). Program planning and evaluation handbook: A guide for safe and drug-free schools and communities act programs. Harrisonburg, VA: Virginia Effective Practices Project, James Madison University.

Banks, L., Marlene, H., Reid, J., Patterson, G., & Weinrott, M. (1991). A comparative evaluation of parent-training interventions for families of chronic delinquents. Journal of Abnormal Child Psychology, 19, 15-31.

Barkley, R. A. (1997). Defiant children: A clinician's manual for assessment and parent training. New York: The Guilford Press.

Battin-Pearson, S.R., Thornberry, T.P., Hawkins, J.D., & Krohn, M.D. (1998). Gang membership, delinquents peers, and delinquent behavior. Juvenile Justice Bulletin. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Baum, C. & Forehand, R. (1981). Long term follow-up of parent training by use of multiple outcome measures. Behavior Therapy, 12, 643-651.

Bean, J. S. (1988). The effect of individualized reality therapy on the recidivism rates and locus of control orientation of male juvenile offenders. Unpublished doctoral dissertation, University of Mississippi.

Bearman, P. S., Jones, J., Udry, J. R. (1997) The national longitudinal study of adolescent health: Research Design. Document Retrieved September 20, 1997 from World Wide Web: http://www.cpc.unc.edu/projects/addhealth/design.html.

Bernfeld, G. A., Blase, K. A., & Fixsen, D. L. (1990). Towards a unified perspective on human service delivery systems: Application of the teaching-family model. In R. J. McMahon, R. DeV. Peters (Eds.) Behavior disorders of adolescence: Research, intervention, and policy in clinical and school settings (pp. 191-205). NY: Plenum Press.

Berreuta-Clement, J. R., Schweinhart, L. J., Barnett, W. S., Epstein, A. S., & Weikart, D. P. (1985). Changed lives: The effects of the Perry Preschool Program on youths through age 19. Ypsilanti, MI: High Scope Press.

Boulton, M.J. & Underwood, K. (1992). Bully/victim problems among middle school children. British Journal of Educational Psychology, 62, 73-87.

Bourque, B.B., Han, M., & Hill, S.M. (1996). A national survey of aftercare provisions for boot camp graduates. Washington, D.C.: National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

Botvin, G. J. (1990). Substance abuse prevention: Theory, practice, and effectiveness. In M. Tonry and J. Q. Wilson (eds.), Drugs and Crime. Chicago: The University of Chicago Press.

Botvin, G. J., Baker, E., Botvin, E. M., Filazzola, A. D., & Millman, R. B. (1984). Prevention of alcohol misuse through the development of personal and social competence: A pilot study. Journal of Studies on Alcohol, 550-552.

Botvin, G. J., Baker, E., Dusenbury, L., Botvin, E. M., and Diaz, T. (1995). Long-term follow-up results of a randomized drug abuse prevention trial in a white middle-class population. Journal of the American Medical Association 273, 1106-1112.

Botvin, G. J., Baker, E., Filazzola, A. D., and Botvin, E. M. (1990). A cognitive-behavioral approach to substance abuse prevention: One-year follow-up. Addictive Behaviors 15, 47-63.

Botvin, G. J., Baker, E., Renick, N. L., Filazzola, A. D., & Botvin, E. M. (1984). A cognitive behavioral approach to substance abuse prevention. Addictive Behaviors 9, 137-147.

Boulton, M.J. & Underwood, K. (1992). Bully/victim problems among middle-school children. British Journal of Educational Psychology, 62, 73-87.

Bourdin, C. M., Mann, B. J., Cone, L. T., Henggeler, S. W., Fucci, B. R., Blaske, D. M., & Williams, R. A. (1995). Multisystemic treatment of serious juvenile offenders: Long-term prevention of criminality and violence. Journal of Consulting and Clinical Psychology, 63, 569-578.

Brestan, E. V. & Eyberg, S. M. (1998). Effective psychosocial treatments of conduct-disordered children and adolescents: 29 Years, 82 Studies, and 5272 Kids. Journal of Clinical Child Psychology, 27, 180-189.

Bry, B. H. (1982). Reducing the incidence of adolescent problems through preventive intervention: One- and five-year follow-up. American Journal of Community Psychology, 10, 265-276.

Bureau of Justice Assistance. (1995). Boys & Girls (B&G) Clubs of America. Bureau of Justice Assistance Fact Sheet. Washington, DC: U.S. Department of Justice.

Bureau of Justice Assistance. (1997). Urban street gang enforcement. Washington, D.C.: Author.

Caplan, M., Weissberg, R. P., Grober, J. S., Sivo, P. J., Grady, K., and Jacoby, C. (1992). Social competence promotion with inner-city and suburban young adolescents: Effects on social adjustment and alcohol use. Journal of Consulting and Clinical Psychology, 60, 56-63.

Cedar, B., & Levant, R.E., (1990). A meta-analysis of the effects of parent effectiveness training. The American Journal of Family Therapy, 18, 373-383.

Center for Injury and Violence Prevention. (1999). Unpublished data. Virginia Department of Health, Richmond, VA.

Conduct Problems Prevention Research Group. (1992). A developmental and clinical mode for the prevention of conduct disorder: The FAST Track Program. Development and Psychopathology, 4, 509 - 527.

Cornell, D. G. (1998). Designing safer schools for Virginia: A guide to keeping students safe from violence. Charlottesville, VA: Thomas Jefferson Center for Educational Design, Curry School of Education, University of Virginia.

Cowen, E. L., Hightower, A. D., Pedro-Carroll, J. L., Work, W. C., Wyman, P. A., with Haffey, W. G. (1996). School-based prevention for children at risk: The Primary Mental Health Project. Washington, D.C.: American Psychological Association.

Cowles, Castellano, & Gransky, (1995). "Boot camp" drug treatment and aftercare interventions: An evaluation review. Washington, D.C.: National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

Craig, W.M. (1998). The relationship among bullying, victimization, depression, anxiety and aggression in elementary school children. Personality and Individual Differences, 24, 123-130.

Crick, N.R., & Bigbee, M.A. (1998). Relational and overt forms of peer victimization: A multi-informant approach. Journal of Consulting and Clinical Psychology, 66, 337-347.

Cronin, R. C. (1994). Boot camps for adult and juvenile offenders: Overview and update. Washington, D.C.: National Institute of Justice.

Davidson, W. S. II, & Redner, R. (1988). The prevention of juvenile delinquency: Diversion from the juvenile justice system. In R. H. Price, E. L. Cowen, R. P. Lorion, & J. Ramos-McKay (Eds.), 14 ounces of prevention: A casebook for practitioners (pp. 123-137). Washington, D. C.: American Psychological Association.

Davidson, W. S. II, Redner, R., Blakely, C. H., Mitchell, C. M., & Emshoff, J. G. (1987). Diversion of juvenile offenders: An experimental comparison. Journal of Consulting and Clinical Psychology, 55, 68-75.

Dishon, T. & Patterson, G. (1992). Age effects in parent training outcomes. Behavior Therapy, 22, 719-729.

Dubas, J.S., Lynch, K.B., Galano, J., Geller, S.R. & Hunt, D. (1998). Preliminary evaluation of a resiliency-based preschool substance abuse and violence prevention project. Journal of Drug Education, 29 (3), 235-255.

Ellickson, P. L., & Bell, R. M. (1990). Drug prevention in junior high: A multi-site longitudinal test. Science 247, 1299-1305.

Ellickson, P. L., Bell, R. M., & McGuigan, K. (1993). Preventing adolescent drug use: Long-term results of a junior high program. American Journal of Public Health 83, 856-861.

From, L. D., Gentry, J. H., & Schlegel, P. (Eds.). (1994). Reason to hope: A psychological perspective on violence and youth. Washington DC: American Psychological Association.

Family Services Research Center (1995). Multisystemic therapy using home-based services: A clinically effective and cost effective strategy for treating serious clinical problems in youth. Charleston, S.C.: Author.

Felner, R. D., & Adan, A. M. (1988). The school transitional environment project: An ecological intervention and evaluation. In R. H. Price, E. L. Cowen, R. P. Lorion, and J. Ramos-McKay (eds.), 14 Ounces of Prevention: A Casebook for Practitioners. Washington, D.C.: American Psychological Association.

Felner, R. D., Ginter, M., and Primavera, J. (1982). Primary prevention during school transitions: Social support and environmental structure. American Journal of Community Psychology 10, 277-290.

Freedman, M. (1993). The kindness of strangers. San Fransisco, CA: Josey-Bass Publishers.

Furlong, M.J., Chung, A., Bates, M., & Morrison, R. L. (1995). Who are the victims of school violence? A comparison of student non-victims and multi-victims. Education and Treatment of Children, 18, 282-298.

Garrity, C., Jens,K., Parter, W., Sager, N., & Short-Camilli, C. (1994). Bully-Proofing your school: A comprehensive approach for elementary schools. Longmont, Co: Sopris Press.

Gilmartin, B.G. (1987). Peer group antecedents of severe love-shyness in males. Journal of Personality, 55 467-489.

Glass, S. (1998). Truth and D.A.R.E.: The nation's most prestigious drug prevention program for kids is a failure. Why don't you know this? Rolling Stone 42-43. March 5.

Glick B. & Goldstein, A. P. (1983) Aggression replacement training. Journal of Counseling and Development, 65, 356-362.

Girard, K. L. (1995). Preparing teachers for conflict resolution in the schools. ERIC Clearinghouse on Teaching and Teacher Education. (ERIC Document Reproduction Service No. ED387456).

Goldstein, A. P., Glick, B., Irwin, M. J., Pask-McCartney, C., & Rubama, I. (1989). Reducing delinquency: Intervention in the community. New York: Pergamon Press.

Goldstein, A. P., & Glick, B. (1994). Aggression replacement training. Simulation & Gaming, 25, 90-26.

Gottfredson, D. C. (1986). An empirical test of school-based environmental and individual interventions to reduce the risk of delinquent behavior. Criminology 24, 705-731.

Gottfredson, D. C. (1987). An evaluation of an organization development approach to reducing school disorder. Evaluation Review 11, 739-763.

Gottfredson, D. C. (1990). Changing school structures to benefit high-risk youths. In P. E. Leone (ed.), Understanding Troubled and Troubling Youth. Newbury Park, CA: Sage Publications.

Gottfredson, D. C. (1997). School-based crime prevention. In L. W. Sherman, D.

Gottfredson, D. MacKenzie, J. Eck, P. Reuter, S. Bushway (eds.) Preventing crime: What works, what doesn't, what's promising. A report to the United States Congress. Washington, D.C.: National Institute of Justice.

Gottfredson, G. D. (1984a). A theory-ridden approach to program evaluation: A method for stimulating researcher-implementer collaboration. American Psychologist 39, 1101-1112.

Gottfredson, G. D. (1984b). The effective school battery: User's manual. Odessa, FL: Psychological Assessment Resources, Inc.

Gottfredson, G. D. (1987). Peer group interventions to reduce the risk of delinquent behavior: A selective review and a new evaluation. Criminology 25, 671-714.

Gottfredson, D. C., Gottfredson, G. D., and Hybl, L. G. (1993). Managing adolescent behavior: A multiyear, multischool study. American Educational Research Journal 30, 179-215.

Gottfredson, G. D., Rickert, D. E., Advani, N., and Gottfredson, D. C. (1985). Standards for program development evaluation. Psychological Documents 14:31 (ms. No. 2668).

Greenberg, M. T., Kusche, C. A., Cook, E. T., and Quamma, J. P. (1995). Promoting emotional competence in school-aged children: The effects of the PATHS curriculum. Development and Psychopathology, 7, 117-136.

Greenwood, P. W., Model, K. E., Rydell, C. P., Chiesa, J. R. (1998). Diverting Children from a Life of Crime: Measuring Costs and Benefits (Document No. MR-699-1-UCB/RC/IF). Santa Monica, CA.

Grossman, J. B., & Garry, E. M. (1997). Mentoring — A proven delinquency prevention strategy. Juvenile Justice Bulletin. Washington, DC: U.S. Department of Justice.

Grossman, Neckerman, Koepsell, Liu, Asher, Beland, Frey & Rivara. (1997). The effectiveness of a violence prevention curriculum among children in elementary school. Journal of the American Medical Association, May 27, 1997.

Guerra, N. G., & Slaby, R. G. (1990). Cognitive mediators or aggression in adolescent offenders: 2. Intervention. Developmental Psychology, 26, 269-277.

Guerra, N. G. Tolan, P. H., & Hammond, W. R. (1994). Prevention and treatment of adolescent violence. In L. D. Eron, J. H. Gentry, & P. Schlegel (Eds.) Reason to hope: A psychosocial perspective on violence & youth (pp. 383-403). Washington, D.C.: American Psychological Association.

Hammond, R. (1991). Dealing with anger: Givin' it, takin' it, Workin' it out. Champaign, IL: Research Press.

Hammond, R., & Yung, B. (1993). Evaluation and activity report: Positive adolescent choices training. Unpublished grant report. U.S. Maternal and Child Health Bureau, Washington, D.C.

Hawkins, J. D., Arthur, M. W., & Catalano, R. F. (1995). Preventing substance abuse. In Michael Tonry and David P. Farrington (Eds.), Building a safer society. Crime and justice, Vol. 19. Chicago: University of Chicago Press.

Hawkins, J. D., Catalano, R. F., & Associates. (1992). Communities That Care: Action for drug abuse prevention. San Francisco: Jossey-Bass Publishers.

Hawkins, J. D., Catalano, R. F., Morrison, D. M., O'Donnell, J., Abbott, R. D., Day, L. E. (1992). The Seattle Social Development Project: Effects of the first four years on protective factors and problem behaviors. In J. McCord & R. E. Tremblay (Eds.), Preventing antisocial behavior: Interventions from birth through adolescence. New York: Guilford.

Hawkins, J. D., Doueck, H. J., and Lishner, D. M. (1988). Changing teaching practices in mainstream classrooms to improve bonding and behavior of low achievers. American Educational Research Journal 25, 31-50.

Hawkins, J. D., Jenson, J. M., Catalano, R. F., & Wells, E. A. (1991). Effects of a skills training intervention with juvenile delinquents. Research on Social Work Practice, 1, 107-121.

Henggeler, S. W. (1991). Treating conduct problems in children and adolescents (treatment manual). Columbia, SC: S.C. Dept. of Mental Health.

Henggeler, S., W., & Borduin C. M. (1990). Family therapy and beyond: A multisystemic approach to treating behavior problems of children and adolescents. Pacific Grove, CA: Brooks/Cole.

Henggeler, S. W., Melton, G. B., Smith, L. A., Schoenwald, S. K., & Hanley, J. H. (1993). Family preservation using multisystemic treatment: Long-term follow-up to a clinical trial with serious juvenile offenders. Journal of Child and Family Studies, 2, 283-293.

Henggeler, S. W., & Shoenwald, S. K. (1994). Boot camps for juvenile offenders: Just say no. Journal of Child and Family Studies, 3, 243-248.

Henggeler, S. W., Melton, G. B., Brondino, M. J., Scherer, D. G., & Hanley, J. H. (1997). Multisystemic therapy with violent and chronic juvenile offenders and their families: The role of treatment fidelity in successful dissemination. Journal of Consulting and Clinical Psychology, 65, 821-833.

Hoover, J., Oliver, R., & Hazler, R.J. (192) Bullying: Perceptions of adolescent victims in the Midwestern U.S.A. School Psychology International, 13, 5-16.

Howell, J.C. & Decker, S.H. (1999). The youth gangs, drugs, and violence connection. Juvenile Justice Bulletin. Washington, D.C.: U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Hughes, J.N. & Hasbrouck, J.E. (1996). Television violence: Implications for violence prevention. School Psychology Review, 25 134-151.

Izzo, R. L., & Ross, R. R. (1990). Meta-analysis of rehabilitation programs for juvenile delinquents. Criminal Justice and Behavior, 17, 134-142.

Johnson, D. W., & Johnson, R. T. (1995a). Teaching students to be peacemakers (3rd ed.) Edina, MN: Interaction Book.

Johnson, D. W., & Johnson, R. T. (1995b). Teaching students to be peacemakers: Results of five years of research. Peace and Conflict: Journal of Peace Psychology, 4, 417-438.

Jones, M. B. & Offord, D.R. (1989). Reduction of anti-social behavior in poor children by nonschool skill development. Journal of Child Psychology and Psychiatry and Allied Disciplines, 30, 737-750.

Karoly, L. A., Greenwood, S. M., Everingham, J. H., Kilburn, M. R., Rydell, C. P., Sanders, M. R., Chiesa, J. R. (1998). Investing in Our Children: What We Know and Don t Know About the Cost and Benefits of Early Childhood Interventions (Document No. MR-898-TCWF). Santa Monica, CA.

Kazdin, A. (1997). Parent management training: Evidence, outcomes, and issues. Journal of the American Academy of Child and Adolescent Psychiatry, 36, 1349-1358.

Kazdin, A.E., T.C. Siegel, & D. Bass (1992). Cognitive problem-solving skills training and parent management training in the treatment of anti-social behavior in children. Journal of Consulting and Clinical Psychology 60, 733-747.

Kennedy, D. M., Piehl, A. M., & Braga, A. A. (1996). Youth Gun Violence in Boston: Gun Markets, Serious Youth Offenders, and a Use Reduction Strategy. Cambridge, MA: Harvard University

Kirigin, K. A., Braukmann, C. J., Atwater, J. D., & Worl, M. M. (1982). An evaluation of teaching-family (Achievement Place) group homes for juvenile offenders. Journal of Applied Behavior Analysis, 15, 1-16.

Klein, M. W. (1995). The American street gang: Its nature, prevalence, and control. NY: Oxford Univ. Press.

Klein, N. C., Alexander, J. F., & Parsons, B. V. (1977). Impact of family systems intervention on recidivism and sibling delinquency: A model of primary prevention and program evaluation. Journal of Consulting and Clinical Psychology, 45, 469-474.

Kochenderfer, B.J., & Ladd, G.W. (1996). Peer victimization: Cause or consequence of school maladjustment? Child Development, 67, 1305-1317.

Lally, J. R., Mangione, P. L., & Honig, A. S. (1988). The Syracuse University Family Development Research Project: Long-range impact of an early intervention with low-income children and their families. In D. R. Powell, Ed., Annual Advances in Applied Developmental Psychology, Vol. 3: Parent Education as Early Childhood Intervention: Emerging Directions in Theory, Research, and Practice. Norwood, NJ: Ablex.

Landreth, G.L. & Lobaugh, A.F. (1998). Filial therapy with incarcerated fathers: Effects on parental acceptance of child, parental stress, and child adjustment. Journal of Counseling and Development, 76, 157-165.

Law Enforcement News. (1996). When it comes to the young, anti-drug efforts are going to pot. Law Enforcement News, 22, 441-447.

Levitt, J. J., Young, T. M., & Pappenfort, D. M. (1981). Achievement place: The teaching-family treatment model in a group-home setting. Washington, D.C.: U. S. Department of Justice.

Lipsey, M. W., & Wilson, D. B. (1997). Effective intervention for serious juvenile offenders: A synthesis of research. Vanderbilt Institute for Public Policy Studies. Nashville, TN.

Lochman, J. E. (1992). Cognitive-behavioral intervention with aggressive boys: Three-year follow-up and preventive effects. Journal of Consulting and Clinical Psychology, 60, 426-432.

MacKenzie, J. Eck, P. Reuter, & S. Bushway (Eds.) Preventing crime: What works, what doesn't, what's promising: A report to the United States Congress (Chapter 9). Washington, D.C.: National Institute of Justice.

MacKenzie, D. L., & Souryal, C. (1994). Multisite evaluation of shock incarceration. Washington, D.C.: National Institute of Justice.

Marsh, T.Y. & Cornell, D.G. (1998, November). Ethnic differences in high-risk behaviors at school. Paper presented at Virginia Psychological Association Fall Conference. Richmond, VA.

Mayer, G. R., Butterworth, T. W., Nafpaktitis, M., and Sulzer-Azaroff, B. (1983). Preventing school vandalism and improving discipline: A three-year study. Journal of Applied Behavior Analysis 16, 355-369.

McDonald, L. Billingham, S. Conrad, T., Morgran, A. et al. (1997). Families and Schools Together (FAST). Families in Society, 78, 140-155.

McMahon, R. J. & Slough, N. M. (1996). Family-based intervention in the Fast Track Program. In Peters & McMahon, (Eds.). Preventing childhood disorders, substance abuse, and delinquency. Banff international behavioral science series, Vol.3. (p. 90-110). Thousand Oaks, CA: Sage Publications.

Morgran, J.R., Nu?Man-Sheppard, J., & Allin, D.W., (1990). Prevention through parent training: Three preventive parent education programs. Journal of Primary Prevention, 10, 321-333.

Morrow, K.V., & Styles, M. B. (1995). Building relationships with youth in program settings: A study of Big Brothers/Big Sisters. Philadelphia: Public/Private Ventures

National School Safety Center (1999, March). Bullying: Peer abuse in schools. School Safety Update 1-7.

Neary, A., & Joseph, S. (1994). Peer victimization and its relationship to self-concept and depression among schoolchildren. Personality and Individual Differences, 16, 183-196.

O'Donnell, J., Hawkins, J. D., Catalano, R. F., Abbott, R. D. et al. (1995). Preventing school failure, drug use, and delinquency among low-income children: Long-term intervention in elementary schools. American Journal of Orthopsychiatry, 65, 87-100.

Office of Juvenile Justice and Delinquency Prevention (1996a). Gang suppression and intervention: Community models. Research summary. Washington, D.C.: Author.

Office of Juvenile Justice and Delinquency Prevention (1996b). Gang suppression and intervention: Problem and response. Research summary. Washington, D.C.: Author.

Office of Juvenile Justice and Delinquency Prevention (1996c). Curfew: An answer to juvenile delinquency and victimization? Juvenile Justice Bulletin. Washington, DC: U.S. Department of Justice.

Olweus, D. (1997). Tackling peer victimization with a school-based intervention program. In Fry, D. & Bjoerkqvist, K., Eds. Cultural variation in conflict resolution: Alternatives to violence. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Olweus, D. (1997). Bully/victim problems in school: Knowledge base and an effective intervention program. The Irish Journal of Psychology, 18, 170-190.

Olweus, D. (1995). Bullying or peer abuse at school: Facts and interventions. Current Directions in Psychological Science, 4, 196-200.

Olweus, D. (1993). Bullying at school: What we know and what we can do. Oxford, England: Blackwell Publishers.

Olweus, D. (1992). Bullying among school children: Intervention and prevention. In R. D. Peters, R. J. McMahon, and V. L. Quinsey (Eds.), Aggression and violence throughout the life span. Newbury Park, CA: Sage Publications.

Patterson, G. R. (1976). Living With Children: New Methods for Parents and Teachers. Champaign, IL: Research Press.

Patterson, G. R. (1975). Families: Applications of Social learning to Family Life. Champaign, IL: Research Press.

Patterson, G. R. , Reid, J. B., & Dishion, T. J. (1992). Antisocial boys: A social interactional approach. Eugene, Oregon: Castalia.

Peters, M., Thomas, D., & Zamberlan, C. (1997). Boot camps for juvenile offenders. Washington D.C.: National Institute of Justice, Office of Justice Programs, U.S. Department of Justice.

Resnick, M. D., Bearman, P. S., Blum, R. W., Bauman, K. E., Harris, K. M., Jones, J., Tabor, J., Beurhring, T., Sieving, R. E., Shew, M., Ireland, M., Bearinger, L. H., Udry, J. R. (1997). Protecting adolescents from harm: Findings from the national longitudinal study on adolescent heath. Journal of American Medical Association, 278, 823-832.

Ringwalt, C., Greene, J., Ennett, S., Iachan, R., Clayton, R. R., and Leukefeld, C. G. (1994). Past and Future Directions of the DARE Program: An Evaluation Review: Draft Final Report (Award # 91-DD-CX-K053). Washington, D.C.: National Institute of Justice.

Rosenbaum, D. & Hanson, G. (1998). Assessing the effects of school-based drug education: a six-year multi-level analysis of project DARE. Unpublished manuscript. Department of Criminal Justice and Center for Research in Law and Justice, U of Illinois at Chicago.

Rotheram, M. J. (1982). Social skills training with underachievers, disruptive, and exceptional children. Psychology in the Schools, 19, 532-539.

Ruefle, W., & Reynolds, K. M. (1995). Curfews and delinquency in major American cities. Crime and Delinquency, 41, 347-363.

Schinke, S. P., Orlandi, M. A. & Cole, K. C. (1992). Boys & Girls Clubs in public housing developments: Prevention services for youth at risk. Journal of Community Psychology: OSAP Special Issue, 118-128.

Schuchmann, E. M., Foote, R. C., Eyberg, S. M., Boggs, S. R., Algina, J. (1998). Efficacy of parent-child interaction therapy: Interim report of a randomized trial with short-term maintenance. Journal of Clinical Child Psychology, 27, 34-45.

Sheppard, D. (1999). Strategies to reduce gun violence. OJJDP fact Sheet, (No.93) Washington, D.C.:U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Sherman, L. W., Gottfredson, D., MacKenzie, D., Eck, J., Reuter, P., Bushway, S., (1997). Preventing crime: What works, what doesn't, what's promising: A report to the United States Congress. Washington, D.C.: National Institute of Justice. (Download at http://www.ncjrs.org/works/)

Shivrattan, J. L. (1988). Social interactional training and incarcerated juvenile delinquents. Canadian Journal of Criminology, 30, 145-163.

Shure, M. B. (1992). I can problem solve (ICPS): An interpersonal cognitive problem solving program. Champaign, IL: Research Press.

Shure, M. B. (1996a). Raising a thinking child: Help your young child to resolve everyday conflicts and get along with others. New York: Pocket Books.

Shure, M. B. (1996b). Raising a thinking child workbook. New York: Henry Holt.

Shure, M. B. (1997). Interpersonal cognitive problem solving: Primary prevention of early high-risk behaviors in the preschool and primary years. In G. W. Albee & T. P. Gullota (Eds.), Primary prevention works (pp. 167-190). Thousand Oaks, CA: Sage.

Slee, P.T., & Rigby, K. (1992). Australian school children_s self appraisal of interpersonal relations: The bullying experience. Child Psychiatry and Human Development, 23, 273-282.

Spergel, I. A. (1986). The violent gang in Chicago: A local community approach. Social Service Review, 60.

Spergel, I. A. (1995). The youth gang problem: A community approach. NY: Oxford University Press.

Snyder, H. N., & Sickmund, M. (1995). Juvenile offenders and victims: A national report. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Snyder, H. N., Sickmund, M., & Poe-Yamagata, E. (1996). Juvenile offenders and victims: 1996 update on violence. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

Snyder, H. N., Sickmund, M., & Poe-Yamagata, E. (1997). Juvenile offenders and victims: 1997 update on violence. Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

St. Pierre, T.L., Mark, M.M. Kaltreider, D.L., Aikin, K.J. (1997). Involving parents of high-risk youth in drug prevention: A three-year longitudinal study in Boys & Girls Clubs. Journal of Early Adolescence, 17, 21-50.

Thompson, R. W., Ruma, P. R., Schuchmann, L. E., & Burke, R. V. (1996). A cost-effectiveness evaluation of parent training. Journal of Child & Family Studies, 5, 415-429.

Tierney, J. P. Grossman, J. B. (1995). Making a difference: An impact study of Big Brothers/Big Sisters. Philadelphia, PA: Public/Private Ventures.

Tremblay, R. & Craig, W. (1995). Developmental crime prevention. In Michael Tony and David P. Farrington (Eds.), Building a safer society. Crime and justice, Vol. 19. Chicago: University of Chicago Press.

Tremblay, R.E., Kurtz, L., Masse, L.C., Vitaro, F. & Pihl, R. O. (1994). A bimodal preventive intervention for disruptive kindergarten boys: Its impact through mid-adolescence. Unpublished manuscript. Montreal: University of Montreal Research Unit on Children's Psycho-Social Maladjustment.

Tremblay, R.E., Pagani-Kurtz, L., Vitaro, F., Masse, L.C., & Pihl, R.O. (1995). A bimodal preventive intervention for disruptive kindergarten boys: Its impact through mid-adolescence. Journal of Consulting and Clinical Psychology, 63, 560-568.

U.S. Census Bureau (July 21, 1998). (ST-97-5) Estimates of the Population of the U.S., Regions, and States by Selected Age Groups and Sex: Annual Time Series, July 1, 1990 to July 1, 1997. Washington, DC: Author. retrieved January 8, 1990 from the World Wide Web: http://www.census.gov/population/estimates/state/97agesex.txt

U.S. Census Bureau (September 4 1998). 1990 to 1997 annual time trend series of county population estimates by age and sex. Washington, DC: Author. Retrieved December 16, 1998 from the World Wide Web: http://www.nensus.gov/population/www/estimates/co_cas.html

U.S. Department of Justice, Federal Bureau of Investigation (1998). Crime in the United States: 1997 Uniform Crime Reports. Clarksburg, WV: Author.

Van Acker, J., & de Kemp, R., (1997). The Family Project Approach. Journal of Adolescence, 20, 419-430.

Virginia Department of Education (April 1, 1998). 1996 Fall membership division summary. Richmond, VA: Author. Retrieved December 14, 1998 from the World Wide Web: http://www.pen.k12.va.us/VDOE/dbpubs/Fall_Membership/1996/fm016.html

Virginia State Crime Commission and Virginia Commission on Youth. (1997). The study of youth gang in Virginia. (House Document 30). Richmond, VA: Author.

Webster-Stratton, C. (1998). Preventing conduct problems in Head Start children: Strengthening parenting competencies. Journal of Consulting and Clinical Psychology, 66, 715-730.

Webster-Stratton, C. (1992). Individually administered videotape parent training: ?Who Benefits?? Cognitive Therapy & Research, 16, 31-51.

Webster-Stratton, C. (1982). The long-term effects of a videotape modeling parent-training program: Comparison of immediate and 1-year follow-up results. Behavior Therapy, 13, 702-714.

Webster-Stratton, C. & Hammond, M. (1997). Treating children with early-onset conduct problems: A comparison of child and parent training interventions. Journal of Consulting and Clinical Psychology, 65, 93-109.

Webster-Stratton, C. (1982). The long-term effects of a videotape modeling parent-training program: Comparison of immediate and 1-year follow-up results. Behavior Therapy, 13, 702-714.

Webster-Stratton, C. & Hammond, M. (1997). Treating children with early-onset conduct problems: A comparison of child and parent training interventions. Journal of Consulting and Clinical Psychology, 65, 93-109.

Wolf, M. M., Phillips, E. L., Fixson, D. L. (1974). Achievement Place: Phase II (Vol I). Rockville, MD: Center for Studies of Crime and Delinquency, National Institute of Mental Health.

Yoshikawa, H. (1994). Prevention as cumulative protection: Effects of early family support and education on chronic delinquency and its risks. Psychological Bulletin, 115, 28-54.

Appendix D

▼ National and State Resources

National Organizations/Programs

Alternatives to Violence Prevention, USA
P.O. Box 300431
Houston, TX 77230-0431
(713) 747-9999

American Federation of Teachers (AFT)
555 New Jersey Ave, NW
Washington, DC 20001
(202) 879-4400

American Psychological Association
750 First Street, NE
Washington, DC 20002-4242
(202) 336-5500
www.apa.org

American School Health Association
(ASHA)
7263 State Route 43
P.O. Box 708
Kent, OH 44240
(330) 678-1601

American Youth Policy Forum
1836 Jefferson Place, NW
Washington, DC 20036-2505
(202) 775-9731
www.aypf.org

Appalachia Educational Laboratory
PO Box 1348
Charleston, WV 25325-1348
(800)624-9120
www.ael.org

Big Brothers/Big Sisters of America
230 North 13th Street
Philadelphia, PA 19107
(215) 567-7000
www.bbsa.org

Boys and Girls Clubs of America
611 Rockville Pike, Suite 230
Rockville, MD 10852
(301) 251-6676
www.bgca.org

Bureau of Justice Assistance Clearinghouse
Box 6000, Rockville, MD 20850
(800) 688-4252
www.ncjrs.org

Centers for Disease Control and Prevention
1600 Clifton Road, Atlanta, GA 30333
(404) 639-3824
www.cdc.gov

Center on Families, Communities, Schools, and Children's Learning
Boston University
605 Commonwealth Ave.
Boston, MA 02215
(617) 353-2000

Center to Prevent Handgun Violence
1225 I. Street, NW, Suite 1150
Washington, DC 20005
(202) 289-7319
www.handguncontrol.org

Center for the Study and Prevention of Violence
Institute of Behavioral Science
University of Colorado at Boulder
Campus Box 442
Boulder, CO 80309-0442
(303) 492-8465
www.colorado.edu/cspv

Center for Substance Abuse Prevention
SAMHSA/CSAP
5600 Fishers Lane, Rockwall II Building
Rockville, MD 20857
(301) 443-0373
www.samhsa.org

Character Education Partnership (CEP)
918 16th Street NW, Suite 501
Washington, DC 20006
(800) 988-8081
www.character.org

Child and Family Policy Center
Fleming Building, Suite 1021
128 6th Ave
Des Moines, IA 50309
(515) 280-9027
www.cfpciowa.org

Child Welfare League of America
440 1st Street, NW, Suite 310
Washington, DC 20001
(202) 638-2952
www.cwla.org

Children's Defense Fund
1520 New Hampshire Ave., NW
Washington, DC 20001
(202) 628-8787.
www.childrensdefense.org

Children's Safety Network National Injury and Violence Prevention
Resource Center, CSR, Incorporated
1400 Eye Street, NW, Suite 200
Washington, DC 20005
(202) 842-4450
www.edc.org/hhd/csn

Clearinghouse on Child Abuse and Neglect and Family Violence Information
P.O. Box 1182
Washington, DC 20013-1182
(800) FYI-3366
www.calib.com/nccanch/

Communities That Care
Developmental Research and Programs, Inc.
130 Nickerson, Suite 107
Seattle, Washington 98109
(800) 736-2630

Coping Power
c/o Dr. John Lochman
Department of Psychology, Box 870348
University of Alabama
Tuscaloosa, AL 35487
(205) 348-7678

Crisis Management Institute
P.O. Box 331
Salem, OR 97308-0331
(503) 585-3484

Developmental Research and Programs, Inc.
130 Nickerson St. Suite 107
Seattle, WA 98109
(800) 736-2630
www.drp.org

Education Development Center, Inc.
55 Chapel Street
Newton, MA 02158
(800) 225-4276
www.edc.org

Educators for Social Responsibility (ESR)
23 Garden Street
Cambridge, MA 02138
(617) 492-1764
www.esrnational.org

Family Services Research Center
Department of Psychiatry and Behavioral Sciences
MUSC
67 President Street, Suite CPP
P.O. Box 250861
Charleston, SC 29425
(843) 876-1800
www.musc.edu

Gang Resistance Education and Training (GREAT)
Bureau of Alcohol, Tobacco, and Firearms,
P.O. Box 50418
Washington, DC 20091-0418
(800) 726-7070
www.atf.treas.gov/great

Harvard School of Public Health
Office of Government and Community Programs
Program for Health Care Negotiation and Conflict Resolution
Violence Prevention Programs
718 Huntington Ave, 1st floor
Boston, MA 02115
(617) 432-0814
www.hsph.harvard.edu

Head Start
Administration for Children, Youth, and Families
330 C Street, SW
Switzer Bldg. Room 2018
Washington, DC 20447
www.acf.dhhs.gov

Housing and Urban Development
Drug Information and Strategy Clearinghouse
PO Box 6424
Rockville, MD 20849
(800) 578-3472
www.hud.gov

Interpersonal Cognitive Problem Solving (ICPS)
c/o Myrna Shure, Ph.D.
Research Press
PO Box 9177
(217) 352-3275
Champagne, IL 61826
www.researchpress.com

Juvenile Justice Clearinghouse (JJC) (for publications)
Office of Juvenile Justice and Delinquency Prevention (OJJDP)
P.O. Box 6000
Rockville, MD 20849-6000
(800) 638-8736
www.ncjrs.org

Life Skills Training
Institute for Prevention Research
Cornell University Medical College
411 East 69th Street, Rm. 201
New York, NY 10021
(212) 746-1270
www.lifeskillstraining.com

National Alliance for Safe Schools
9012 Saint Andrews Place
College Park, MD 20740
(888) 510-6500
www.nass@erols.com

National Association for the Education of Young Children
1509 16th Street, NW
Washington, DC 20036
www.naeyc.org

National Association for Mediation in Education (NAME)
c/o National Institute for Dispute Resolution (NIDR)
1726 M Street, NW Suite 500
Washington, DC 20036
(202) 667-9700

National Association of School Resource Officers
P.O. Box 40
Boynton Beach, FL 33425
(561) 554-4903

National Center for Juvenile Justice (NCJJ)
710 5th Avenue, 3rd Floor
Pittsburgh, PA 15219
(412) 227-6950
www.ncjj.org

National Clearinghouse for Alcohol and Drug Information (NCADI)
P.O. Box 2345
Rockville, MD 20852
(301) 468-2600
www.health.org

National Committee for the Prevention of Child Abuse
332 S. Michigan Avenue, Suite 1600
Chicago, IL 60604-3817
(312) 633-3520
www.childabuse.org

National Council on Child Abuse and Family Violence
1155 Connecticut Ave., NW, Suite 400
Washington, DC 20036
(202) 429-6695
www.nccafv.org

National Council on Crime and Delinquency
685 Market Street, Suite 620
San Francisco, CA 94105
(415) 896-6223

National Council of Juvenile and Family Court Judges
P.O. Box 8970
Reno, NV 89507
(702) 784-6012
www.ncjfcj.unr.edu

National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006
(202) 466-6272
www.ncpc.org

National Criminal Justice Reference Service (NCJRS)
U.S. Department of Justice, Bureau of Justice Statistics
P.O. Box 6000
Rockville, MD 20849-6000
(800) 732-3277
www.ncjrs.org

National Education Association
1201 Sixteenth Street
Washington, DC 20036
www.nea.org

The National Mentoring Partnership
1400 I Street, NW Suite 850
Washington, DC 20005
(202) 729-4345
www.mentoring.org

National Resource Center for Family Support Programs
Family Resource Coalition
200 S. Michigan Ave.
Chicago, IL 60604
(312) 338-0900
www.frca.org

National School Safety Center (NSSC)
Department of Justice
4165 Thousand Oaks Blvd, Suite 290
Westlake Village, CA 91362
(805) 373-9977
www.nssci.org

National Urban League, Inc.
Stop the Violence Clearinghouse
500 East 62d Street, New York, NY 10021
(212) 310-9000.
www.nul.org

New Mexico Center for Dispute Resolution
P.O. Box 25044
Albuquerque, NM 87125-5044
(505) 247-0571

Office of Juvenile Justice and Delinquency Prevention (OJJDP)
633 Indiana Ave, NW
Washington, DC 20531
(202) 307-0751
www.ojjdp.ncjrs.org

Primary Mental Health Project (PMHP)
c/o Dr. Hightower
575 Mount Hope Ave.
Rochester, NY 14620
(716) 273-5957

Project Alert
725 South Figueroa Street
Suite 1615
Los Angeles, CA 90017-5410
(800) 253-7810
www.projectalert.best.org

Public/Private Ventures
2005 Market Street, 9th Floor
Philadelphia, PA 19103
(215) 557-4400

RAND Foundation
Distribution Services
PO Box 2138
Santa Monica, CA 90407-2138
(310) 393-0411

United States Substance Abuse and Mental Health Services Administration (SAMHSA)
5600 Fishers Lane
Rockville, MD 20857
(301) 443-8956
www.samhsa.org

U.S. Department of Education
Office of Special Education and Rehabilitation Services
Room 3086 Switzer Building
330 C Street, SW
Washington, DC 20202
(202) 205-5507
www.ed.gov

U.S. Department of Education
Safe and Drug Free Schools Program
The Portals, Room 604
600 Independence Avenue, SW
Washington, DC 20202
(202) 260-3954
www.ed.gov

U.S. Department of Justice
Drugs & Crime Data Center
1600 Research Blvd
Rockville, MD 20850
(800) 666-3332
www.usdoj.gov

Yale University Child Study Center
School Development Program
55 College Street
New Haven, CT 06510
(800) 811-7775
www.info.med.yale.edu/comer

Virginia State Organizations/Programs

Action Alliance for Virginia's Children and Youth
422 East Franklin St. Third Floor
Richmond, VA 23219
(804) 649-0184

Big Brothers and Big Sisters Services, Inc.
5001 W. Broad Street, Suite 203
Richmond, VA 23224
(804) 282-0856
http://mgrrl-designs.com/BBBS/

Center for School-Community Collaboration
School of Education
Virginia Commonwealth University
P.O. Box 842020
Richmond, VA 23284-2020
(804) 828-1482

Communities In Schools of Chesterfield
1600 Everett Street
Richmond, VA 23224
(804) 230-2192

Commonwealth Alliance for Children and Families (CACSF)
Office of the Attorney General
900 East Main Street
Richmond, VA 23219
(804) 225-9973

Department of Criminal Justice Services
805 E. Broad Street, 10th Floor
Richmond, VA 23219
(804) 371-0863

Department of Education
Office of Compensatory Programs
(804) 225-2871
School Safety Resource Center/Violence Prevention
(804) 225-2928
P.O. Box 2120
Richmond, VA 23218-2120

Department of Health
Center for Injury and Violence Prevention
Office of Family Health Services
Main Street Station
1500 E. Main Street
Richmond, VA 23219
(804) 692-0104

Department of Juvenile Justice
700 E. Franklin Street
Richmond, VA 23218-1110
(804) 371-0700

Department of Mental Health, Mental Retardation, and Substance Abuse Services
Office of Prevention and Children's Services
P.O. Box 1797
Richmond, VA 23218
(804) 786-1530

Prevent Child Abuse, Virginia
P.O. Box 12308
Richmond, VA 23241
(804) 775-1777

Virginians Against Handgun Violence
P.O. Box 29462
Richmond, VA 23242
(804) 649-8752

Virginia Campus Outreach Opportunity League
Jepson Hall
University of Richmond
Richmond, VA 23173
(804) 289-8963
www.vacool.org

Virginia Commission on Family Violence Prevention
100 N. Ninth Street
Richmond, VA 23219
(804) 692-0375

Virginia Crime Prevention Association
4914 Radford Avenue
Richmond, VA 23230
(804) 359-8120

Virginia Education Association
116 S. Third St.
Richmond, VA 23219
(804) 648-5801
www.people.virginia.edu/~pm6f/vhea.html

Virginia Effective Practices Project (VEPP)
Office of Substance Abuse Research
MSG 4007
James Madison University
Harrisonburg, VA 22807
(540) 568-2736
www.jmu.edu/cisat/vepp

Virginia Cooperative Extension
101 Hutchenson Hall
Blacksburg, VA 24061
(540) 231-5299
www.ext.vt.edu

Virginia Youth Violence Project
Curry School of Education
University of Virginia
405 Emmet Street
Charlottesville, VA 22903-2495
(804) 924-8929
Email: youthvio@virginia.edu
http://curry.edschool.virginia.edu/go/youthvio

▼ Big Brothers/Big Sisters Organizations in Virginia

Abingdon
BBBS of Washington County
114 Court Street
Abingdon, VA 24210
(540) 628-7053
Fax: 540-628-4421

Christiansburg
BBBS of New River Valley
16 East Main Street
Christiansburg, VA 24073
(540) 381-0662
Fax: 540-381-0839
Email: bbbsnrv@rev.net

Danville
BBBS of Danville Area
1225 West Main Street
Danville, VA 24541-0362
(804) 792-3700
Fax: 804-791-3187

Fredericksburg
Rappahannock BBBS
400 Princess Anne Street
Fredericksburg, VA 22401
(540) 371-7444
Fax: 540-371-7445
Email: rbbbs@illuminet.net

Hampton
BBBS of the Peninsula
2700 Build America Drive
Hampton, VA 23666
(757) 827-0110
Fax: 757-827-4095

Harrisonburg/Rockingham County
BBBS of Harrisonburg/Rockingham County
225 North High Street
P.O. Box 81
Harrisonburg, VA 22801
(540) 433-8886
Fax: 540-433-6081
Email: bigbro@rica.net

Lynchburg
BBBS of Central Virginia
P.O. Box 2527
Lynchburg, VA 24501-0527
(804) 528-0400
Fax: 804-528-3234
Email: bbbscva@aol.com

Martinsville-Henry County
BBBS of Martinsville-Henry County
33 West Main Street
P.O. Box 128
Martinsville, VA 24112-1289
(703) 638-1343
Email: bbbs@digdat.com

Richmond
BBBS Services of Richmond
5001 West Broad Street,
Suite 203
Richmond, VA 23230
(804) 282-0856
Fax: 804-282-2028

Roanoke
BBBS of Roanoke Valley
2728 Colonial Ave., Suite 1
Roanoke, VA 24015-3876
(540) 345-9604
Fax: 540-345-6992
Email: bbbsrke@rev.net

Smyth County
BBBS of Smyth County
650 Orchard Lane
P.O. Box 738
Marion, VA 24354-0738
(540) 783-8667

Virginia Beach
BBBS of South Hampton Roads
5690 Greenwich Road, Suite 200
Virginia Beach, VA 23462
(757) 490-1208
Fax: 757-490-1208
Email: bb2shr@compuserve.com

Waynesboro
BBBS of Central Blue Ridge
P.O. Box 897
Waynesboro, VA 22980
(540) 943-7871
Fax: 540-943-5859
Email: bbbsocbr@cfw.com

Williamsburg
BBBS of Greater Williamsburg
312 Woller Mill Road #50
Williamsburg, VA 23185
(757) 253-0676
Fax: 757-253-1673
Email: bbbs@widowmaker.com

Winchester
BBBS of Winchester
10 West Boscawen Street
Winchester, VA 22601-4748
(540) 662-1043
Fax: 540-662-1059

▼ Boy Scout Councils Serving VA Contact Information

Newport News, Colonial Virginia
Colonial Virginia Council
11725 Jefferson Ave
Newport News, Virginia 23606
804-595-3356
http://www.cvcboyscouts.org/
E-mail: info@cvcboyscouts.org

Richmond, Robert E Lee
Robert E Lee Council
4015 Fitzhugh Avenue
Richmond, Virginia 23230-3935
(804) 355-4306
Fax: (804) 353-6109

Roanoke, Blue Ridge Mountains
Blue Ridge Mountains (VA) Council
2131 Valley View Blvd
Roanoke, Virginia 24019
(540) 265-0656
Fax: (540) 265-0659
http://www.bsa-brmc.org/
Email: Scouts@BSA-BRMC.org

Virginia Beach, Tidewater
Tidewater Council
1032 Heatherwood Drive
Virginia Beach, Virginia 23455-6675
(757) 497-2688
Fax: (757) 473-3305
http://www.pilotonline.com/boyscouts/
Email: Tide596BSA@aol.com

Waynesboro, Stonewall Jackson Area
Stonewall Jackson Area Council
801 Hopeman Parkway
Waynesboro, Virginia 22980-0599
(540) 943-6675
Fax: (540) 943-6676
http://home.rica.net/loopawagon/counc001.htm

Winchester, Shenandoah Area

Shenandoah Area Council
107 Youth Development Center
The Armstrong Service Center
Winchester, Virginia 22602-2425
(540) 662-2551
Fax: (540) 662-2725
http://sac.convergenttech.com/
Email: sacbsa@shentel.net

National Capital Area Council
(serving Arlington, Manassas, Sterling)

National Capital Area Council
9190 Wisconsin Ave.
Bethesda, Maryland 20814
(301) 530-9360
http://members.aol.com/troop1778 doc1.htm
This council covers the following state(s): MD, DC, VA

Sequoyah (TN) Council *(serving Wise, Grundy, Bristol)*

Sequoyah (TN) Council
2107 Bartlett Street
Johnson City, Tennessee
(423) 282-6961
Fax: (423) 282-9141

DelMar Va Council *(serving Chincoteague)*

DelMar Va Council
801 Washington Street
Wilmington, Delaware
(302) 622-3300
(800) 766-7268
http://www.magpage.com/~taztug/scouting/delmarva.htm

▼ Girl Scout Councils Serving VA Contact Information

Commonwealth Council

MECHANICSVILLE
(804) 746-0590
Local Toll Free: (800) 4SC-OUT4
http://www.comgirlscouts.org/

VIRGINIA SKYLINE SALEM
Phone (540) 387-0493

COLONIAL COAST CHESAPEAKE
Phone (757) 547-4405
http://www.gsccc.com/
Email: cindier@gsccc.com

▼ YMCAs in Virginia

Blacksburg
Virginia Tech YMCA
Lucy Lee Lancaster House
403 East Washington Street
Blacksburg, VA 24060
(540) 231-6860
Fax: 540-961-5217
Email: ymca@vt.edu

Chesterfield County
Midlothian Family YMCA
737 Coalfield Rd.
Midlothian, VA 23113
(804) 379-5668

Fairfax County Branch YMCA
2940 Hunter Mill Rd.
Oakton, VA 22124
(703) 255-YMCA
Fax: (703) 255-2964

Farmville
Southside Virginia Family YMCA
P.O. Box 204, 209 N. Main Street
Farmville, Virginia 23901
(804) 92-3456

Lynchburg
YMCA of Central Virginia
1315 Church Street
Lynchburg, Virginia 24504
(804) 847-5597
Fax: (804) 846-4702
E-Mail: ymca@lynchburg.net

Pulaski
Hensel Eckman YMCA
Jack Leahy 615 Oakhurst Ave.
Pulaski, VA 24301
Phone: (540) 980-3671

Richmond Area
Metropolitan Offices, YMCA of Greater Richmond
– 11 Locations
2 West Franklin Street
Richmond, VA 23220
(804) 649-9622

Roanoke Valley
YMCA of Roanoke Valley
– 3 Locations
Central Branch
425 Church Avenue
(540) 342-9622
Fax: 540-345-0730

Tidewater
YMCA of South Hampton Roads
– 10 Locations
Portsmouth Location:
1013 Effingham Street
Portsmouth, Va. 23704
(757) 399-5511
Fax: 757-399-4979

▼ YWCAs in Virginia

Danville
YWCA of Danville/Pittsylvania
750 Main Street
Danville, VA 24541-1804
(804) 792-1522

Lynchburg
YWCA of Lynchburg
626 Church Street
Lynchburg, VA 24504-1392
(804) 847-7751

Newport News
YWCA of Peninsula
2702 Orcutt Avenue
Newport News, VA 23607-4147
(804) 245-6026

Norfolk
YWCA of South Hampton Roads
253 West Freemason Street
Norfolk, VA 23510-1294
(757) 625-4248

Richmond
YWCA of Richmond
6 North 5th Street
Richmond, VA 23219-2239
(804) 643-6761

Roanoke
YWCA of Roanoke Valley
P.O. Box 570
Roanoke, VA 24003-0570
(540) 345-9922

▼ State Organization of School-Based Support Services Professionals

Virginia Academy of School Psychologists
109 Amherst Street
Winchester, VA 22601
(540) 667-5544
Fax: 540-667-5811

Virginia Association of School Nurses, Incorporated
Post Office Box 28313
Richmond, Virginia 23228

Virginia Association of Visiting Teachers/ School Social Workers
Donna C. Thorton, President
Newport News Public Schools
(757) 591-4982

Virginia School Counselor Association
Regina Brown, President
1724 Mountain Pine Blvd.
Richmond, VA 23235
(804) 276-5859
(804) 768-6110

Appendix E

▼ Prevention of Gun Violence at School

Gun Violence at School: What Can We Learn?

Students are not at great risk of being shot at school — less than one percent of homicides of juveniles occur at school. However, there are some important lessons to be learned from the recent incidents of gun violence in the United States. First, violence is not confined to inner city urban schools, but can occur in *any* school, from Alaska to Mississippi, and even including schools in Falls Church and Richmond, Virginia. No one should say, "It can't happen here."

Second, we must learn to take threats seriously. Students often tell their peers when they intend to shoot someone, yet these peers fail to inform their teachers. Threats of violence, like threats of suicide, should not be ignored. Students must be taught to take responsible action to protect themselves and their fellow students, and schools must be prepared to respond to students who make threats.

Finally, although school shootings are rare, they are symptomatic of more pervasive underlying problems. Many students regard violence as an acceptable means of resolving conflicts. Many students are teased and bullied. These are common problems which can and should be addressed — before they foster an environment where conflict escalates into violence.

To prevent gun violence in schools, educators must respond in a clear, calm, and proactive manner. The following guidelines can aid schools in developing a comprehensive approach to school violence specific to their own communities.

▼ Immediate Actions:

Talk to students about gun violence

- Acknowledge youth violence is a serious, but preventable problem.
- Explain school policies and safety procedures.
- Seek student input on safety concerns.
- Encourage students to report threats and incidents of violence.

Identify youth at risk for violence

- Students who threaten others
- Students with a history of threatening others, fighting, carrying guns, destroying property.
- Students who are preoccupied with violent fantasies, movies, games, and music.

Take all threats seriously

- Assess student's intentions, plan, mental states and motivation. Review recent stresses and history of violence.
- Consult with professionals, evaluate risk, and take necessary action to protect potential victims.
- Develop a plan. Include parent consultation and non-violence contracts.

▼ Long-term Planning:

Policy Revision

- Review and maintain clear written policies on school discipline, building security, and crisis response.
- Enforce school discipline and security policies.
- Structure school climate to enhance respect for authority and concern for others.

Prevention efforts

- Initiate school-wide programs starting in elementary grades to teach peaceful conflict resolution and social competence skills.
- Implement programs to stop bullying.
- Promote student involvement in activities that emphasize non-violence, personal responsibility, and service to others.
- Encourage troubled students to seek help from school psychologists or counselors.
- Provide counseling for students, including suicidal students, who feel rejected, humiliated, or bullied.

▼ Assessment of a Potentially Violent Youth

Assessments should be conducted by a qualified mental health professional. These suggestions are not intended to substitute for a comprehensive evaluation.

Identify all potentially relevant sources of information.

- Youth self-report.
- Parent interview.
- Potential victim.
- Other as appropriate (peers, law enforcement, professionals.

Assess youth's intent.

- Has youth made verbal threats?
- Has youth been aggressive toward victim?
- Is there a plan? Available weapon?
- Does the youth identify contingencies that would provoke him or her to act?

Review present stress.

- Has there been recent provocation or conflict?
- Any extraneous stresses or life changes?
- Any anticipated negative events?

Assess mental state.

- Anger, injustice, overcontrolled hostility?
- Depression, hopelessness, despair?
- Psychotic or distorted thinking?

Check personal risk factors.

- Past aggression toward others.
- Aggressive role models.
- Fantasy involvement with violence through games, movies, novels,etc.
- Substance abuse.
- Vulnerable to negative peer influences, member of marginalized group.

Assess coping ability.

- Is youth willing to communicate with you when stressed?
- Can youth engage in a non-violent coping plan?
- Can you elicit youth empathy for victims?

Take appropriate action.

- Can you elicit youth concern for legal and personal consequences?
- Consult with other professionals about your findings and conclusions.
- Document your process, conclusions, and actions with timely notes.
- Take appropriate precautions, including warning potential victims,
- Notify relevant parties (law enforcement, parents, school personnel and others as appropriate to the situation).
- Follow up on treatment recommendations and referrals.
- Professional responsibility continues after the assessment.

VDH
VIRGINIA
DEPARTMENT
OF HEALTH